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DEMOCRACY

-POLITICAL SYSTEMS




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Social Studies 30

Module 1

DEMOCRACY – POLITICAL SYSTEMS



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Social Studies 30
 Student Module
 Module 1
 Democracy – Political Systems
 Alberta Distance Learning Centre
 ISBN 0-7741-1076-7

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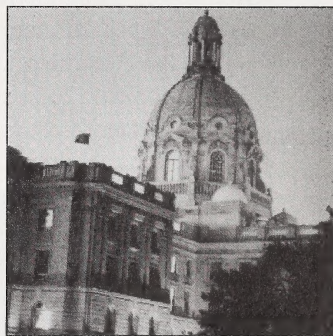
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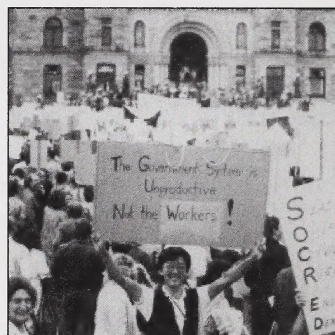
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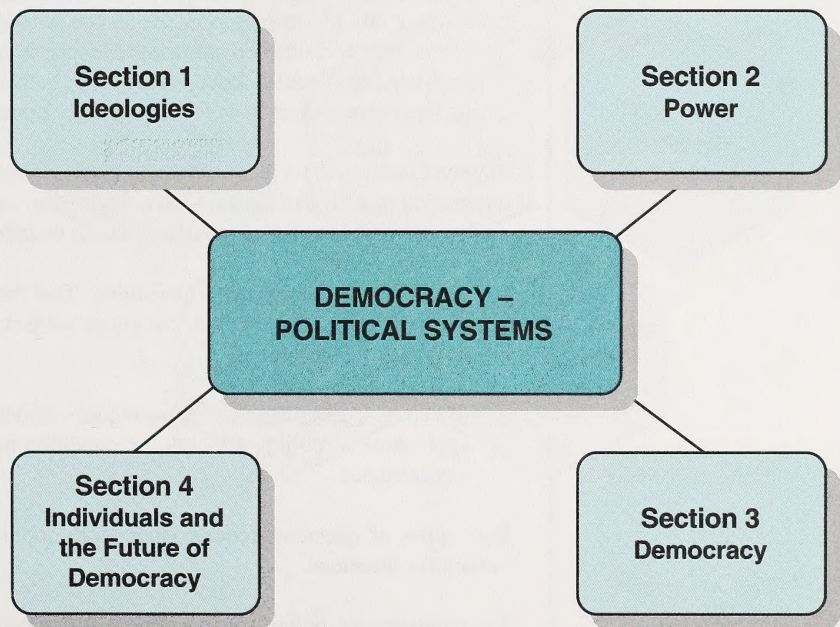
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OVERVIEW

In Topic 1 of Social Studies 30, you will examine the major political and economic systems of contemporary times. Democracy, democratic socialism, capitalism, communism, and fascism will be examined in theory and in practice.

Module 1 begins by introducing you to ideology and the basic concepts related to political and economic systems. Then the module focuses on democracy – it examines the theory of democracy and compares the practice of democracy in Canada and the United States. The module concludes with a look at the role of the individual and the future challenges for democracy.



Evaluation

Your mark in this module will be determined by your work in the Assignment Booklet. You must complete all assignments. In this module you are expected to complete three section assignments and one final module assignment. Your grade on this module will be calculated as follows:

Section 2 Assignment	30 marks
Section 3 Assignment	40 marks
Section 4 Assignment	20 marks
Final Module Assignment	<u>10 marks</u>
TOTAL	100 marks

Diploma Exam Preparation



Since you will be writing a Social Studies 30 Diploma Examination when you have finished this course, it is important that you are familiar with the types of questions that will be asked and the format in which they will be presented. From time to time, throughout the modules in this course, you may be given several activity questions and assignment questions of diploma exam format so that you can become familiar with these types of questions. For more detailed information on preparing for diploma exams, consult the Appendix in this module. Your final module in the course will also have an activity giving sample questions from former diploma examinations.

The style and format for the two and one-half hour exam consists of 70 multiple-choice questions worth 70% of the total and a single essay assignment worth 30% of the total mark. The multiple-choice question formats include:

Analysis and Classification Questions: This format requires students to analyse and/or interpret information, categorize subject matter, and apply knowledge to new data.

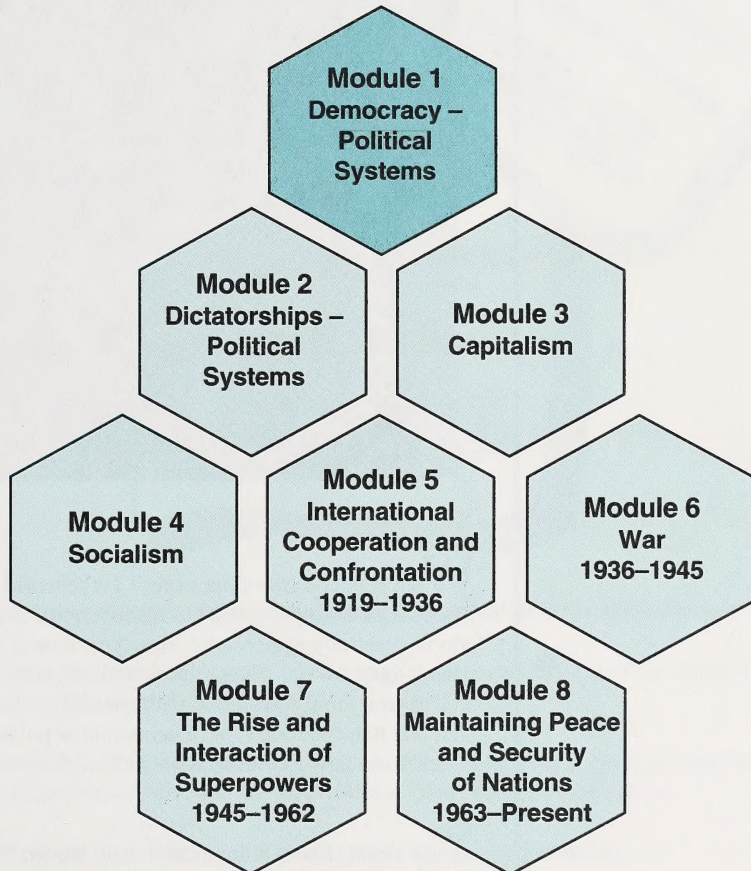
Matching Questions: This format requires students to select from a list the correct application of policy, principle, or condition to an interest group, situation, or circumstance.

Both types of questions require students to apply their critical thinking skills to unfamiliar situations.

The requirements for the written-response assignment consist of a single task – that of defending a position on an issue. Students will choose one of two essay assignments and are required to write one complete and unified essay on an issue related to the content of the Social Studies 30 program.

Course Overview

This course contains eight modules. The module you are working on is highlighted in a deeper colour.



Ideologies



What is your view of the world? Is the world a fairly good place to live in or does it need a lot of improvement to make it better? Are people peaceful by nature or are people generally aggressive? How you answer these types of questions depends on where you grow up. The social, economic, and political conditions where you live as well as your family's position within society will influence your views. You may very well feel that a certain type of economic or political system suits your own values or beliefs as to how a country should exist. This would be part of your own ideology.

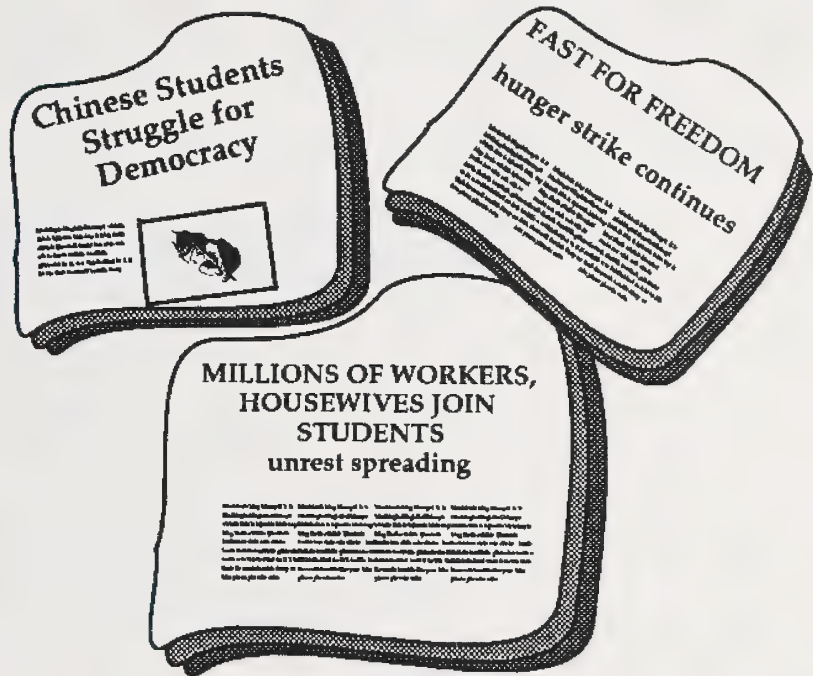
Your beliefs about human nature and the world you live in affect the way you feel about society. Society is organized in such a way that it reflects the beliefs of people and it helps them to reach their goals. These beliefs and goals are called ideology. All the world's political and economic systems are explained and justified by ideology.

In this section you will

- learn about ideology
- study the relationship between ideology and political and economic systems

Activity 1: What Is an Ideology?

If you had read the headlines of any major newspaper in the world on May 14, 1989, you would have seen these:



Television coverage and newsmagazines also carried this incredible message.

During the demonstrations in Tiananmen Square, many images of this historic event captured the world's attention.

Thousands of students shared a common, deeply held belief. Because they believed that democracy was right for their country, these students took action.

All people have beliefs. But not all people have the same beliefs.

Where do your beliefs come from? They come from your experience of life. Throughout your life you will be exposed to countless ideas – religious, scientific, political, and cultural. Some of these ideas are accepted while others are rejected. Those ideas you accept eventually form a clear set of beliefs and values which is important to you because

- they guide your decision making
- they provide you with ideals and goals
- they order your activities
- they give meaning to your life

Ideology: a set of beliefs and values that provides a fairly thorough preception of the world that is accepted by a group of people

This set of beliefs and values is called an **ideology**. Ideology colours your perception of the world you live in, and it reflects your beliefs about human nature and society. Ideology also influences your beliefs about how society should be organized and governed.

Write your own definition of ideology.

Check your answers by turning to the Appendix, Section 1: Activity 1.

Tiananmen Square is a lesson in ideology. It reveals the emotional element of ideology. Because of their commitment to an ideology, the students were willing to take enormous risks. Because Canada shares their ideology, Canadians supported the students. Because the ideology of the students was opposed to the official ideology of China, tanks were sent in to clear the square and end the demonstration.

In most countries, one ideology predominates. In some countries, such as China, alternative ideologies are actively discouraged. Other countries, such as Canada, have a more relaxed attitude towards ideology. However, in all countries a shared ideology serves to unite people through a common set of beliefs and values, perceptions, and goals.

An examination of a people's ideology will explain why they support specific political and economic systems.

Activity 2: Classifying Ideology

Ideology provides you with an understanding of why a group of people chooses a specific type of government and economy. In fact, ideology is used to justify the choice of a political and economic system. For example, the Chinese students shared an ideology built on a strong belief in personal freedoms. They felt justified in demanding democracy for China.

Ideology supplies the key to classifying the various types of political and economic systems. The simplest method of classification is to arrange the different systems along a continuum or spectrum. This achieves two things. It shows you where the various systems are in relation to each other. It shows you that elements of one system may blur into another as well.

The end points of the continuum or spectrum are ideological opposites. These end points are clearly demonstrated by Tiananmen Square – individual freedom versus government control. Political and economic systems deal with this issue on an ongoing basis. How much freedom? How much control?

A continuum is a model – the end points are ideals. There is no such thing as absolute freedom or absolute control. Real political and economic systems exist somewhere in between.

The following is a political continuum. Systems based on freedoms are called **democracies**. **Dictatorships** are based on government control.

Democracy: a political system based on political freedom

Dictatorship: government by an individual or small group where the people are excluded from political power

Political Freedom
(democracy)

Political Control
(dictatorship)

The following continuum is an economic continuum. Systems based on individual freedom are called **private enterprise**. **Public enterprise** is based on government control.

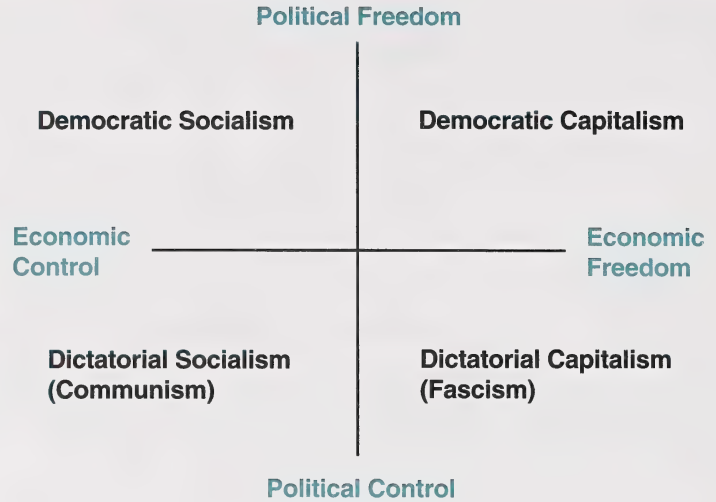
Private enterprise: an economic system based on individual freedom

Public enterprise: an economic system based on government control

Economic Control
(public enterprise)
(socialism)

Economic Freedom
(private enterprise)
(capitalism)

Societies have both a government and an economy. By combining the two continuums, you get a grid that can classify any combination of political and economic systems.



When you examine this grid, please take careful note that democracy and dictatorship are political systems, but capitalism and socialism are economic systems. They can be combined in four different ways. You will become familiar with these systems in Modules 2, 3, and 4.

1. Write your own definition of continuum or spectrum as it relates to ideology.

2. Explain how ideology is related to political and economic systems.

Check your answers by turning to the Appendix, Section 1: Activity 2.

Another method for classifying political and economic systems is in terms of the left-right continuum or spectrum as shown.

Extreme Left Left Centre Right Extreme Right

In terms of political ideology, this continuum or spectrum is based on change. The left encourages change while the right resists it. The end points represent extremes of ideology. The extreme left supports swift, sometimes violent change. The words *revolutionary* or *radical* describe this position. On the other end, the extreme right resists change, sometimes with violence if necessary. *Counterrevolutionary* or *reactionary* describe this position. The extreme right supports change when change means going back to how things were “in the good old days.”

Revolutionary
Radical

Counterrevolutionary
Reactionary

Left Wing

Right Wing

The centre represents a moderate position that may range from moderate left to moderate right. Moderates may support change on some issues while resisting it on others. On this continuum or spectrum, democracy describes the moderate position.

Democracy

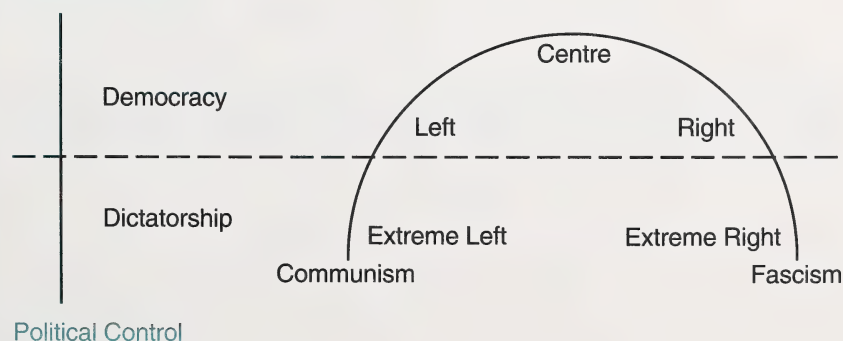
Left

Centre

Right

That takes care of democracy, but where does dictatorship fit? On the horizontal line, communism is extreme left while fascism is extreme right. They appear to be opposites, but both are dictatorships. The problem is solved by bending the horizontal line to point out the similarity between the two dictatorships.

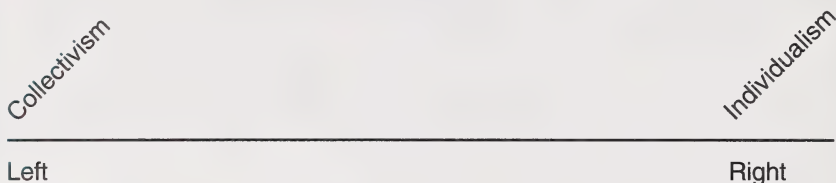
Political Freedom



Collectivism: an ideology based on the primacy of collective welfare

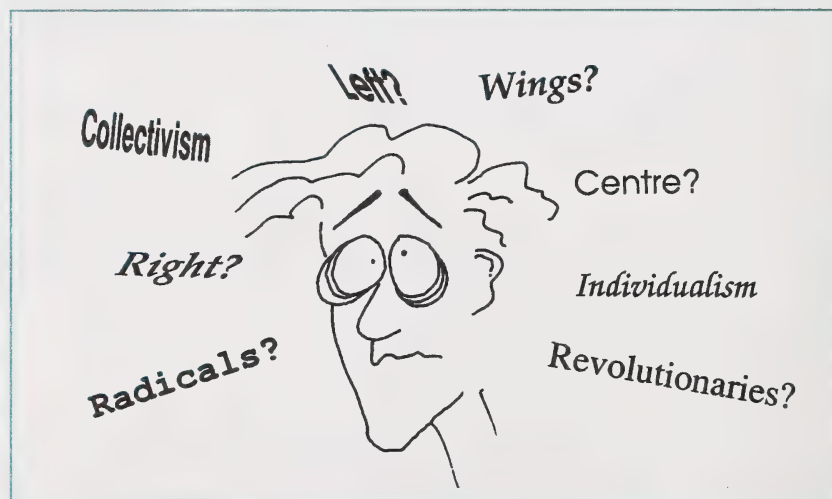
Individualism: an ideology based on the primacy of individual freedom

In terms of economic ideology, the left and the right represent different positions on the role of government in the economy. The left supports government control of the economy. This is called **collectivism** because government controls the economy – by owning property and directing economic activity – in the interest of the collective welfare rather than individual benefit. On the other end, the right supports **individualism** where property is owned by private individuals and where economic activity is the result of competition by individuals in the marketplace.



Remember, a continuum or spectrum is a model; the end points are ideals. In reality, all modern economies fit somewhere in between. Although one ideology predominates, economies often include some elements of the other. Economies that blend the two ideologies are called mixed economies.

Feeling confused?



Don't worry!

The following questions will help you focus on what's important.

3. Briefly describe the five basic positions on change found on a political spectrum.

4. Check a dictionary. Then write your own definition for these terms: *revolutionary*, *counterrevolutionary*, *radical*, and *reactionary*.

5. Briefly describe the difference between an individualist and an interventionist.

Check your answers by turning to the Appendix, Section 1: Activity 2.

Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts, it is recommended that you do the Enrichment.

Extra Help

On a separate sheet of paper, write the numbers 1 to 25 in a column. Then read the statements that follow and think about whether you agree or disagree with them. Beside the numbers in your column write

- A if you strongly agree with the statement
- B if you mildly agree with the statement
- C if you mildly disagree with the statement
- D if you strongly disagree with the statement

For example, if you strongly agree with statement number 1 on capital punishment, write “A” beside the “1” in your column of numbers. Note that this activity deliberately polarizes or stereotypes left and right to clarify the differences between far left and far right.

Something Else

The New Right Quiz

1. No matter how serious the crime, capital punishment (the death penalty) should not be allowed in a civilized society.
2. We can be sure of enjoying peace only by building up our military strength in order to deter an attack.
3. Darwin’s theory of evolution makes far more sense than the notion that we all descended from Adam and Eve in the Garden of Eden.
4. People who are able-bodied and receive government welfare should have to do community work in return for their cheques.
5. We should be compassionate toward criminals because they are unstable, mixed-up people who need help.
6. Corporal punishment at school, such as the strap, is vital for maintaining discipline, and good for building character.
7. Sex education should be taught in school.
8. Governments should not interfere with the activities of private enterprise.
9. Because there are so many different religions, its observance should be considered a private matter. So, prayers should not be said in school.
10. The most important values in life are hard work and support and love for our families.
11. The strictest possible controls should be placed on the ownership of all guns.
12. Married people commit themselves to each other for life “for better or worse” and should not be allowed to divorce.
13. No one has the right to censor books, magazines or movies.
14. Government, like any well-run business, should be forced by law to balance its budgets.
15. The rights of workers can be protected only if they are represented by strong trade unions.
16. Spending billions of taxpayers’ money on development projects in Third

World countries is a complete waste.

17. Creating jobs for the unemployed should be the major concern of the government.

18. People should learn to take care of their own needs and not rely on government handouts.

19. Everyone should have the right to higher education.

20. Prisons should be made as tough as possible to punish the criminals inside them and deter others from criminal acts.

21. Abortion on demand should be legal.

22. The national anthem should be sung in school every morning.

23. Business must be regulated by government to keep it honest.¹

Check your answers by turning to the Appendix, Section 1: Extra Help.

Enrichment

Read the article “Decline & Fall of the Left” and complete the exercise that follows it.

Decline & Fall of the Left

Socialism as a political force in Canada and across the world is on a downhill slide. What are the causes? Can it ever recover?

Socialism is a political and economic theory. In its pure form, it says that the state should control all production and distribute what is produced equitably among the people of the state.

Though socialism began with the ideas of Karl Marx and Friedrich Engels in the 19th century, it has evolved into various forms in this century. It ranged from the extreme central control of the former Soviet Union to the milder democratic socialism of Western Europe and some Canadian provinces. Watered-down forms of socialism now accept a mixed economy; private corporations own and run certain industries, perhaps oil or steel, while the state manages others such as transportation or banking. Still,

have acted as the “conscience” of ruling parties, spurring them towards the welfare state with programs such as medicare and old age pensions.

As recently as 1988, the NDP was riding high, electing a record 43 MPs to Ottawa. In last October’s vote, the party sank to a disastrous nine seats, failing to reach the 12 members required to give it official party status.

How can a party which claims to speak for “ordinary Canadians” go into such free fall in only five short years? Federal NDP leader Audrey McLaughlin, while not a populist orator, ran a dignified, determined, and courageous election campaign. She was slogging on, however, like a swimmer forced to tow heavy

***“Under capitalism one person exploits the other.
Under socialism it’s the other way round.”***

Anonymous

¹ R/L Taylor Publishing Consultants Ltd. for the text from *Canada and the World* “Something Else: The New Right Quiz,” February 1984. Reprinted by permission of *Canada and the World* magazine, Waterloo, Ontario.

socialists do have a set of principles, an ideology, which argues that the state, in its wisdom, can do better for its people than the private enterprise of companies or individuals. With the collapse of communism in Soviet Russia in 1989, socialist ideology everywhere has come under attack.

Socialism in Canada made its political debut in 1935 with the founding of the Cooperative Commonwealth Federation (CCF) by J.S. Woodsworth in Saskatchewan. In 1961, the Canadian Labour Congress and the CCF, led by T.C. (Tommy) Douglas, jointly launched the New Democratic Party which absorbed the CCF. Though neither the CCF nor the NDP has ever formed a national government, socialists have won power at times in four provinces and held office in Saskatchewan from 1944 to 1964. For decades, Canadian socialists

weights. The weights, in this case, were her NDP counterparts in British Columbia, Saskatchewan, and Ontario.

Though all three NDP provincial premiers were elected within the last three years, all have become immensely unpopular. B.C. Premier Michael Harcourt has alienated environmentalists by allowing limited logging in Clayoquot Sound. He has raised the hackles of business people who accuse him of being weak, indecisive, the pawn of an inner circle in his administration. A prime grievance for business is a new labour code that makes it easier to certify new unions and harder to decertify them. Mr. Harcourt is under attack from both the Greens and the right and that was reflected in the federal vote of 25 October when the 19-member B.C. contingent then in Parliament was slashed to two.

Saskatchewan, the cradle of



Federal NDP leader Audrey McLaughlin (above) seems to have escaped personal blame for her party's poor showing in last year's election.

Canadian socialism, has the highest per capita public debt in the country. In attempting to grapple with this, NDP Premier Roy Romanow has trampled on a good many toes, closing numerous small hospitals and cutting government services.

But it is in Ontario, where the New Democrats won a surprise victory in 1990, that the party's policies have drawn the hottest fire from all sides. Once again, it was a case of the difference between enjoying the luxury of opposition and facing the hard decisions of governing. Premier Bob Rae's party ran up a huge deficit in its first year and has been trying to deal with the consequences ever since. We could expect sniping from business which viewed with alarm a deficit that more than tripled to \$10 billion in a single year and government labour laws seen as anti-business.

Mr. Rae's supposed allies, the unions, the civil servants, the social workers might be expected to rally to his defence. Instead, many of them have come to see him as a traitor to the core beliefs of socialism. In desperate attempts to reel in deficits, the Rae government has cut funding for such basic socialist projects as better child care. Last August, it legislated its so-called social contract. Designed to chop \$2 billion from its payroll, it forced more than 900,000 civil servants to accept such measures as unpaid leave, early retirement, and the breaching of existing contracts.

The angry reaction of the powerful Canadian Auto Workers union (CAW) was to withdraw its support from the NDP government it had helped to elect. Other unions, and the Ontario Federation of Labour ended a long alliance with Ontario's New Democrats. Steven Langdon, then federal NDP finance critic, stood up in Parliament to condemn Mr. Rae's policies as a betrayal of the most basic NDP beliefs. He lost his job as critic, but the damage was done. Canadians were witnessing a party deeply divided about the path it should follow.

Apart from these rifts within the party, there is a general sense among voters that Canadian socialism is out of

touch with the realities of the nineties. They hammer away at lost causes such as free trade and fail to make the most of current ones such as the environment. Deficits and debt are real enough, but socialist ideology seems to skate around these critical problems.

This feeling that socialism may have outlived its usefulness goes far beyond Canadian borders. Social-democratic parties in Sweden, Denmark, France, Germany, Australia, and New Zealand have all been in trouble in recent times. For one thing, they find it almost impossible to govern, especially during a recession, and still stick to their principles, as Mr. Rae has found out. For another, it is almost impossible to win power when you offer something the public doesn't want.

Britain's Labour Party is a good example of socialism's vain search for power. It lost the April 1992 election because it proposed severe income tax increases on the middle class as well as the rich. The voters wouldn't have it. What the Labour Party failed to realize was that so-called "blue-collar" workers now own cars, TVs, freezers, VCRs, and personal computers. Fewer of them join trade unions and their attitude to employers is not so clearly "them against us." In other words, one-time labour supporters are more and more thinking like the middle class.

With the death of communism, the very word socialism has bad vibes in Western Europe. French voters in March 1993 gave the Socialists a drubbing, leaving them with only 54 seats in the 577-seat National Assembly. The party had ruled France for 10 of the past 13 years. The Italian socialists are mired in financial scandals. Spain's Partido Socialista barely survived its own scandals to win re-election last June, while the right-wing Popular Party made big gains. German socialists haven't held power since 1982. In Scandinavia, a socialist bastion, parties of the left are fighting for survival and are being forced to cut back their treasured welfare states.

"We should have had socialism already, but for the socialists."

George Bernard Shaw

Socialism may be an ideology whose time has come and gone. It could be

called "a victim of its own success." It has brought the bottom layers of society income security, higher wages, health care, the opportunity to move upward through education. Now those goals are largely achieved, and everywhere but in Eastern Europe, where democratic socialism is a transition from communism, the socialist movement is in retreat.

Crash on the Right

Socialist parties are not the only ones in the bad books of voters. Everywhere, those who mark ballots are cynical about politicians they see as self-serving, untrue to promises, corrupt, and inept. They are taking it out on old-line parties of whatever stripe, left or right. Nowhere is this more true than in Canada where the Conservative Party of Sir John A. Macdonald was, last October, cut to a pitiful pair in the Commons.

Former Conservative votes became protest votes, for the Reform Party in the West and the Bloc Quebecois in Quebec. It was clear to party bigwigs that Kim Campbell, who led her troops over the cliff, had to go. The costly election campaign had left the Conservatives more than \$7 million in the red and nothing could be done about raising money to pay off the debt and to rebuild the party with Ms. Campbell as leader.

Our first woman prime minister had intended to stay at least until this year. However, apparently pressed by certain members of the national party executive, she resigned on 13 December and Jean Charest, popular runner-up in last June's leadership race, was named interim leader. He faces the long, tough task of building a moderate Conservative Party which can recapture votes lost to Liberals, Reform, and the Bloc.



So ends Kim Campbell's brief trip to the top. She has become another casualty of the modern voter trend: teaching traditional parties a lesson.

¹ R/L Taylor Publishing Consultants Ltd. for the text from *Canada and the World* "Decline & Fall of the Left," February, 1994. Reprinted by permission of *Canada and the World* magazine, Waterloo, Ontario.

1. Socialistic parties are at the left of the political spectrum.
 - a. According to the author of the article, what has been happening to the parties to the left within Canada?

 - b. How does this trend compare to what has been happening to the politically left parties in other countries of the world?

2. Newspapers and magazines usually have an editorial policy that reflects an ideology position. Collect three editorials from your local newspaper and identify their position in terms of left-centre-right.

Check your answers by turning to the Appendix, Section 1: Enrichment.

Conclusion

In this section you have learned about ideology. You have seen that ideology shapes the expression of the beliefs and values held by people. You have also seen that people base their choice of political and economic system on ideology. Finally, you have examined a system of classification of political and economic systems and ideology using a continuum or spectrum.

ASSIGNMENT

There is no assignment for this section.

Power



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Who makes the rules that you have to follow? How much say do you have in making the decisions that affect your life? The answers to these questions would indicate how much power you have over your own life. It would depend on who makes the rules in your home, school, and society. Parents, teachers, and other people in society would have some authority when it comes down to determining what you do at the present time. If you look at your community, province, or country, there also has to be someone in control with the power to make decisions. The people who govern a country have the authority to determine how the country will be run. An organized system is required if the country is to run smoothly.

One of the most important ways a society organizes itself is through its political system. The political system provides the way to make and enforce rules and decisions in a society. Political systems are fueled by power – the power to decide who will govern and how a society will be governed. Questions of political power are answered by ideology.

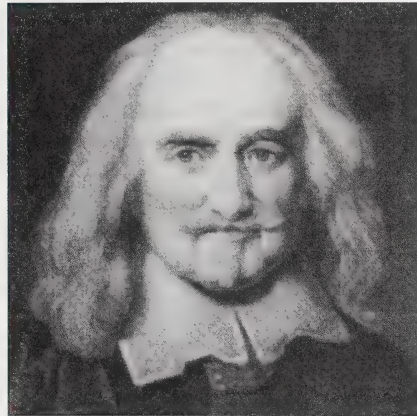
In this section you will

- study the relationship between ideology and political power
- learn about the nature and exercise of power in political and economic systems

Activity 1: Ideology and Government

Governing is the process of making and enforcing rules and decisions for society. All societies require government to provide the organization needed to meet the needs of the people. There is considerable disagreement, however, over how government should function.

This disagreement is obvious in the ideas of two influential philosophers – Thomas Hobbes and John Locke.



Thomas Hobbes (1588 – 1679)

Hobbes views man as selfish, brutal, and destructive. Man lives with violence – only strength and cunning can provide security. The struggle for survival leaves no time for art, music, industry, or culture.

Man is violent but seeks peace in his own self-interest. The way to achieve peace is through a society with a stable government – a government backed by force. Only by force can a government curb man's selfish and aggressive nature. Only force can guarantee security for all individuals in society.

All people must obey the government or be subjected by force. Society is created out of fear and maintained out of fear.

Locke views man as fundamentally reasonable and respectful of others. Man is born free with certain rights given to him by God. Society is created by man to provide security and to protect his rights. Because society is a voluntary arrangement, man's freedom must be guaranteed.

The purpose of government is to protect the rights and freedoms of all individuals. As a result, laws must reflect the will of the people and exist only for the benefit of society.



John Locke (1632 – 1704)

Absolutism: government by an individual or small group that governs without consulting the ordinary citizen

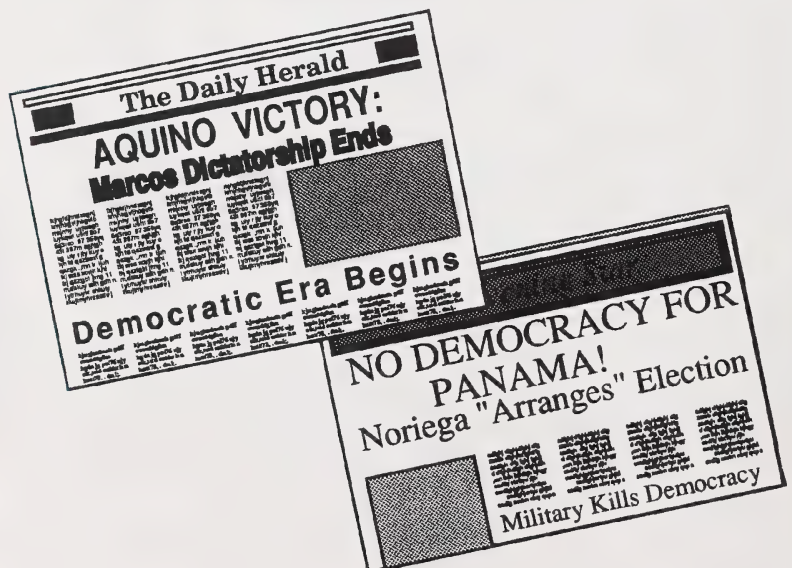
Hobbes, with his negative view of man and society, supported the ideology of **absolutism** in government. The governors achieve power through inheritance or military force. The governors are not answerable to the citizens.

In contrast, Locke is positive in his view of people and society. His outlook supports the ideology of democracy in government. Democracy is government by a group of people who are chosen through a free vote of the citizens. The governors must answer to the citizens.



In theory, there is no point where you can say democracy starts and absolutism ends. They form a series of positions that blend into one another.

However, in practice, abrupt changes occur when one form of government replaces another. For example, democracy may be replaced almost overnight by dictatorship, or a dictator may be replaced by a democracy.



¹ Universal Press Syndicate for the cartoon of *Calvin & Hobbes* by Bill Watterson. Reprinted by permission of Universal Press Syndicate.

There is another political belief that holds that all forms of government authority are unnecessary and undesirable and that society should be based on voluntary cooperation and free association of individuals and groups. This is known as anarchism. Those advocating this belief rebel against any established order, authority, or ruling power. At times violence is used to overthrow the established order.

1. What assumptions does Hobbes make about human beings?

2. How can Hobbes’ ideology be used to justify dictatorship?

3. What assumptions does Locke make about human beings?

4. How can Locke’s ideology be used to justify democracy?

Check your answers by turning to the Appendix, Section 2: Activity 1.

Conservatism: an ideology that resists change, preferring to maintain existing economic, political, and social arrangements

Liberalism: an ideology that encourages change in existing economic, political, and social arrangements

Liberalism and Conservatism

The ideas of Hobbes and Locke also introduce you to the two major divisions of political ideology – **conservatism** and **liberalism**. Conservatism resists change in the political system, sometimes tending toward the principle of absolutism. On the other hand, liberalism seeks change in the system, especially change that will increase freedoms for individual citizens.

Democracy has both a conservative and a liberal tradition. Because democracy is a moderate political ideology, it is able to embrace ideas from both political views. This is shown on the following chart.

	Liberalism	Conservatism	
Left	Communism Socialism Democracy	Authoritarianism Fascism	Right

The specific ideologies on the chart may be new to you. As you work through the modules you will become familiar with them in both theory and practice.



Read the brief article “Sinister and Dexter” and complete the exercise that follows.

Right and Left

Sinister and Dexter

Using the words “left” and “right” in politics goes back almost 200 years.

There’s a mystique about the word “right.” It suggests that things are good and proper. Thus, we have phrases like, “he’s my right-hand man” or “The Right Stuff.” And we all have “rights.” The Latin for right is *dexter*, from which we get dexterity – being able to do something well.

Compare this with our image of the word “left.” The Latin for left is *sinister*; there’s no need to explain the bad feelings that go with that word. For most people, left-handed is clumsy, awkward.

Right and left also have meaning in politics. Kings placed their sons and trusted advisors on their right side when seated; unlucky daughters and less-favoured subjects sat on their left.

The two words became part of our political vocabulary in 1789 during the reign of France’s King Louis XVI. Just before the Revolution, the French National Assembly was trying to pass a

new constitution. It was split over whether or not to remove the King’s right to veto legislation.

Supporters of the change included representatives of the less-favoured lower classes. Those opposed included the King’s princes and the High Clergy.

As it turned out, those in favour of removing the veto sat on the King’s left, while those against the change sat on his right.

Unfortunately for King Louis, he not only lost his veto, he lost his head as well. And after the Revolution, people started using left and right to distinguish between reformers and the Old Guard.

Today, we do the same. We group the radicals, the reformers, the socialists and the Communists on the left (what can be more “sinister” to a Capitalist than a Communist?). We put the Capitalists, the conservatives and the resisters to change on the right.¹

5. Why do you think the representatives of the lower classes wanted to remove King Louis’ veto?

¹ R/L Taylor Publishing Consultants Ltd. for the text from *Canada and the World* “Right and Left: Sinister and Dexter,” February 1984. Reprinted by permission of *Canada and the World* magazine, Waterloo, Ontario.

6. Why would the princes and high clergymen want King Louis to keep the veto?

7. Why would people on the right be called the “Old Guard”?

Check your answers by turning to the Appendix, Section 2: Activity 1.

Activity 2: What Is Power?

Power: control, influence, or ascendancy
Political power is the currency of a political system.

Every society needs a political system – a system of government. Through its **power** to make, interpret, and enforce laws, government influences your life daily. From speed limits to taxes, from schools to family allowance, government touches almost every aspect of your life.

As you have seen, a society’s political system reflects its ideology. This accounts for the wide variation in types of political systems in the world today.

No matter what the type, all political systems are organized to achieve the same goal: to resolve the fundamental political problem of who shall govern. Who shall make decisions? Who shall have power? Power is the currency of the political system just as money is in the economic system. Political power is basically the power to make and implement decisions for a society. There are three main types of political power:

- **Authority** is the formal exercise of power. People voluntarily comply because government is seen to have the right to make decisions.
- **Influence** is the power of persuasion. People comply with decisions because they have been convinced to by government’s effective use of rational or emotional appeal.
- **Coercion** is the power to impose negative consequences. People comply with decisions because of government’s ability to punish noncompliance.

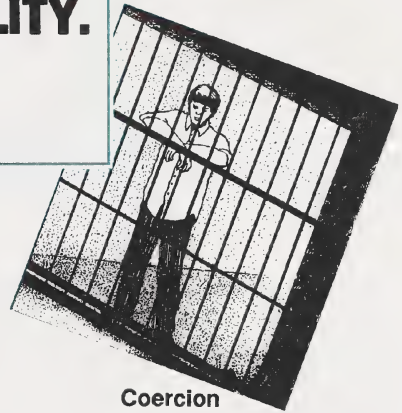
Political systems and governments vary sharply in the degree to which they use one type of power or another in the process of making and implementing decisions.

ABILITY HIRES ABILITY. ABILITY PROMOTES ABILITY.

Alberta
CAREER DEVELOPMENT
AND EMPLOYMENT



Authority



Coercion

Influence

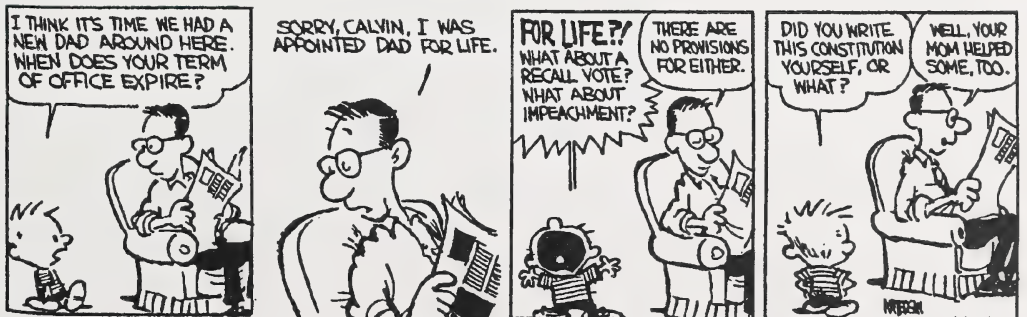
The widest variation occurs in the use of coercion. When you compare democracies and dictatorships, you see a heavy reliance on the use of force by dictatorships. Not only do they use force routinely, but dictatorships use force of a greater degree. Torture and terror used commonly in dictatorships are unacceptable in democracies where fines and imprisonment are used to ensure compliance. In no country does adequate technology or manpower exist that would allow government to control every single person. Governments, especially dictatorships, compensate for this by their heavy use of **propaganda** and **indoctrination**.

In democracies the government's use of coercion is limited by a **constitution**. A constitution is a document, or a series of precedents and understandings, that clearly defines the rules by which a society is to be governed.

Propaganda: a means of spreading a doctrine or information by using misleading methods

Indoctrination: teaching a set doctrine, ideology, or opinion

Constitution: a written or unwritten statement of the rules by which a country is to be governed



¹ Universal Press Syndicate for the cartoon of *Calvin & Hobbes* by Bill Watterson. Reprinted by permission of Universal Press Syndicate.

1. How can you explain the heavy reliance on coercion by dictatorships?

2. How might this reliance on coercion cause the role of the police and the military to be different in a dictatorship compared to a democracy?

3. What might a dictatorship hope to achieve by using indoctrination and propaganda?

Read the following brief editorial and answer the question that follows.

Gesture Is Hollow

The Chinese government has ordered the People's Liberation Army in Beijing to give free haircuts, medical checkups and bicycle repairs to the populace in an attempt to improve the military's image after last month's slaughter of democracy-seeking students.

(Meanwhile, of course, the army and other security officials continue to round up hundreds of citizens whose

only crime was the temerity to expect that their Communist rulers would actually live up to their rhetoric about political and economic reform.)

But much of the contrived goodwill efforts will be too late. How can you give a checkup to somebody who's already been gunned down? And how can the army repair a bicycle flattened by a tank?¹

¹ *Calgary Herald* for the excerpt "Gesture Is Hollow," July 25, 1989. Reprinted by permission of the *Calgary Herald*.

4. What is the government trying to achieve? Why are they specifically using the military?

Check your answers by turning to the Appendix, Section 2: Activity 2.

When a society is built on democratic principles, the purpose of the constitution is to guarantee the “rule of law” rather than rule by people. This means that even government must obey the laws a society has made for itself. Laws are made to protect the rights and freedoms of individuals from other individuals and from government. For example, if you own property, the law protects you from its theft by either another person or government.

Guaranteeing the rights and freedoms of citizens is an important function of the constitution. The constitution has other functions as you can see in the following:

The American Revolution

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government ...

The Declaration of Independence, July 4, 1776. With these words thirteen colonies cut their political ties with Britain and became the United States of America.

The Americans revolted against a

government that was not controlled by the people. Although the American colonies had law-making bodies, called legislative assemblies, that gave Americans a voice in domestic matters, the British government kept for itself the power to raise and collect taxes. The American demand for full control of their government was made in the name of fundamental human rights.

The Declaration of Independence proclaimed the democratic principles upon which the United States was founded. The “certain inalienable rights” are defined further in the Bill of Rights added to the American Constitution in 1791.

The founding of the United States was an important development in the story of democracy. The United States

was the first modern nation to write in a constitution rules that defined the relations between a government and its

citizens. This formal document limited the powers of government and guaranteed individual freedoms.



The Canadian Constitution

On April 17, 1982, in a public ceremony on Parliament Hill, Ottawa, Queen Elizabeth II proclaimed the Canada Act, the new constitution of Canada. What changes has it made to Canadian government? At first glance, there does not seem to be a great difference. The basic document is still the former British North America Act, 1867, now renamed the Constitution Act, 1982. This act set down the framework for the parliamentary system in Canada. It also spelled out the powers of the federal and provincial governments.

The British North America Act was passed by the British Parliament at the time of Confederation. Until 1982, it could only be changed by the British Parliament. Since 1931, any request by the Canadian Parliament for amendment to the Act has been passed by the British

Parliament largely without question. Why then did Canada not simply request that its constitution be “patriated,” or “brought home”? The reason was that a new section dealing with the method of amendment would have to be added. Because of the difficulty of finding an amending formula that would be satisfactory to all provinces and the federal government, there was no agreement in Canada on the kind of constitution that should be patriated. Growing Canadian nationalism and the threat of Quebec separatism gave impetus to the move for patriation of the constitution.

As well as an amending formula, the Canada Act includes an important addition to the constitution. This is the Canadian Charter of Rights and Freedoms. Because the constitution is now the supreme law in

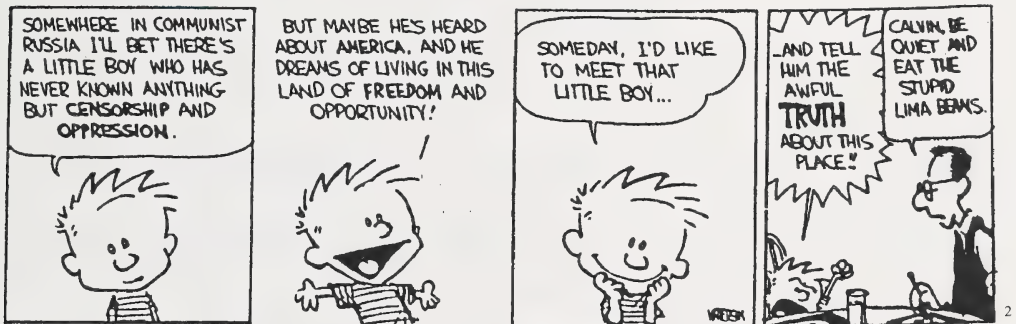
¹ *Challenge of Democracy* © 1984. Used with permission of NELSON CANADA, a Division of Thomson Canada Ltd.

Canada, the existence of the Charter of Rights and Freedoms has already resulted in sections of certain laws being challenged in courts. Some have been declared unconstitutional. Our law-makers must

now consider the Charter carefully when drafting new legislation, since all Canadian laws must be in conformity with the constitution.¹

Dictatorships often have constitutions that appear to be very democratic in theory. In practice, however, democratic principles are ignored. Individual rights and freedoms are routinely abused or are nonexistent.

Then why bother having a constitution? Probably for the same reason so many dictatorships call themselves democracies!



5. How does a constitution ensure “rule of law” in a democracy?

6. Why is it important for a constitution to protect citizens from government?

¹ *Challenge of Democracy* © 1984. Used with permission of NELSON CANADA, a Division of Thomson Canada Ltd.

² Universal Press Syndicate for the cartoon of *Calvin & Hobbes* by Bill Watterson. Reprinted by permission of Universal Press Syndicate.

7. An important function of a constitution is to allocate power. Briefly explain how this is done in the American and Canadian constitutions.

Check your answers by turning to the Appendix, Section 2: Activity 2.

The decisions taken by government are communicated to its people as a network of laws, rules, and regulations. One of the most important functions of a constitution is to identify who has the power to make, interpret, and enforce laws. This power is shared by the three branches of government – the legislature, the executive, and the judiciary:

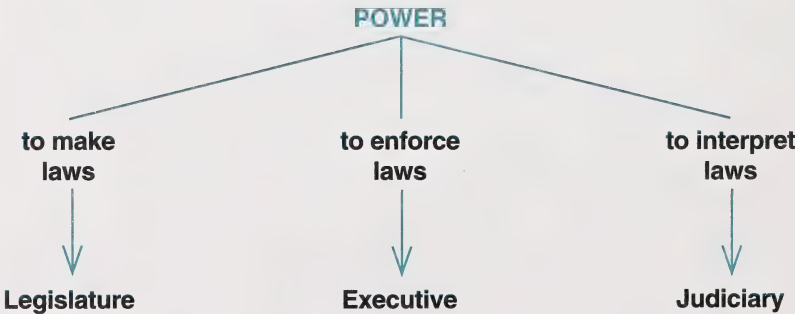
Legislative power: the power to make laws

Executive power: the power to administer or enforce laws

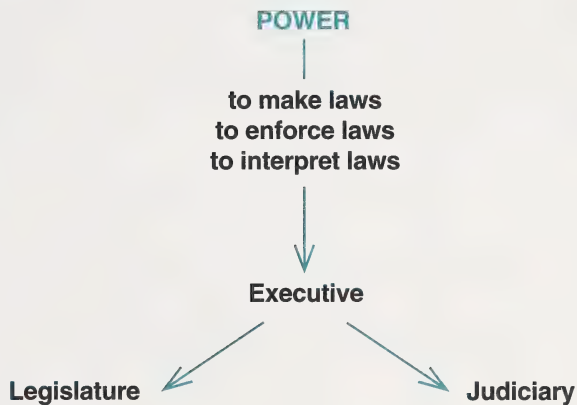
Judicial power: the power to interpret laws

- **legislative power** – This is the power to make laws. Generally, the legislature is composed of individuals chosen to represent the wishes of the people.
- **executive power** – This is the power to enforce laws. Generally, the executive may also propose legislation as well as implement the decisions (laws) made by the legislature.
- **judicial power** – This is the power to interpret laws. As a part of the political system, it is the role of the judiciary to ensure that individuals and governments alike follow the rules agreed upon for governing the society.

In democracies, political power is shared fairly evenly by the legislature, executive, and judiciary. Although the most significant power rests with the legislature, the other two branches of government hold very real power. This division of power is designed to ensure that no one branch of government becomes too powerful. Each branch acts to check and balance the power of the others. As a result, political power is decentralized throughout the branches and levels of government.



Dictatorships follow a different pattern based on the centralization of political power. The executive, or perhaps a single leader, exercises the only significant political power. Both the legislature and the judiciary tend to become rubber stamps and simply follow the directions of the executive or leader.



Democracy is rooted in the ideology of individual freedoms. In a democracy individuals must be free to direct their government in its use of political power. On the other hand, dictatorship is built upon an ideology that supports and justifies government's unchecked exercise of political power.

8. Explain why it is necessary that dictatorships exercise very close control of the following.

a. the economy

b. the media

c. the military

d. education

e. political activity

9. Why is decentralization of power essential in a democracy?

10. Why do dictatorships centralize power?

Check your answers by turning to the Appendix, Section 2: Activity 2.

Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts, it is recommended that you do the Enrichment.

Extra Help

Match the following terms with the definitions by putting the numbers in the appropriate blanks.

- | | | |
|---------------------|-----------------|----------------|
| a. centralization | f. dictatorship | k. judicial |
| b. coercion | g. executive | l. legislative |
| c. constitution | h. government | m. Locke |
| d. decentralization | i. Hobbes | n. power |
| e. democracy | j. ideology | o. propaganda |

- _____ 1. the currency of a political system
- _____ 2. a set of beliefs and values concerning human nature and society
- _____ 3. the process that makes and enforces rules and decisions for a society
- _____ 4. his ideology justifies dictatorship
- _____ 5. a political ideology based on individual freedom
- _____ 6. the power to make laws
- _____ 7. the use of force by government to enforce its decisions
- _____ 8. a document or a set of precedents and understandings that outline how a society is to be governed
- _____ 9. concentrating power at one point in the political system
- _____ 10. his ideology justifies democracy
- _____ 11. a political ideology based on government control
- _____ 12. the power to administer or enforce laws
- _____ 13. spreading power throughout the political system
- _____ 14. the power to interpret laws
- _____ 15. the spreading of ideas and information to further one's cause or to damage another's

Check your answers by turning to the Appendix, Section 2: Extra Help.

Enrichment

Read the article “The Limits to Power” and complete the exercise that follows.

The Limits To Power

The international community seems unable to force despots to obey the will of the majority

The vast majority of Haiti’s 6.6 million people live lives of dire poverty and brutal oppression. Yet, they are a proud people with a long tradition of independence from white domination dating back to 1804.

They haven’t been so fortunate with domination from their own leaders who for decades have crushed them, ruling through a corrupt army and police. In modern times, there were Dr. Francois Duvalier (Papa Doc) and his son Jean-Claude (Baby Doc). Both terrorized Haitians with a private army of thugs called Tontons Macoutes. In 1986, revolt at last drove out Baby Doc but since then hopes of democratic government and just treatment for Haiti’s dirt-poor masses have been dashed again and again.

A brief glimmer of light appeared when Jean-Bertrand Aristide, a Catholic priest, was elected president in a free vote in December 1990. He championed the poor of Haiti but in September 1991 he was toppled in a coup led by General Raoul Cedras and fled to the United States. In the two years since he left Haiti, he and his supporters, backed by the United Nations, the United States, and the international community, have been negotiating for his return as president of a democratic civilian government.

Economic sanctions have been the tool used to put pressure on Haiti’s 7,000-man army which has ultimate power in a country where the civilian parliament has little clout. Last June, the sanctions which included an embargo on oil and arms shipments, were approved by the UN Security Council, backed by the U.S., went into effect. They forced

acceptance of a UN plan for Father Aristide’s return under which Gen. Cedras and chief of police Colonel Joseph Francois would resign.

By the end of July, President Aristide, still exiled in the U.S., had named Robert Malval, a moderate, as his prime minister. In September, the UN suspended sanctions against Haiti. Mr. Malval’s transition government took office in that month, apparently paving the way back to democracy. However, as so often happens in Haiti, the bubble of hope quickly burst. Violence broke out in October as gunmen blocked eight members of the state audit bureau from their office. Then, a Supreme Court chief justice fired by Mr. Malval refused to step down. Later that month, Guy Malary, Mr. Malval’s justice minister was shot dead. A ship carrying U.S. and Canadian peacekeeping troops was prevented from docking by several hundred heavily armed demonstrators opposed to the return of Father Aristide. Two days later, a force of 51 RCMP officers assigned to help in the transition was withdrawn.

The UN brought sanctions back and U.S. President Bill Clinton ordered American warships to intercept and search vessels approaching the island. Three Canadian ships joined the blockade and the British, Dutch, French, and Argentines promised to send a warship each. Gen. Cedras and police chief Francois now refused to step down under the UN accord they had signed in July. Cedras insists that Father Aristide’s government must guarantee amnesty (forgiveness) for all political crimes committed since the coup.

As the crisis deepened, pro-military parliamentarians proposed a compromise deal which would allow Father Aristide to return. Parliament would pass two laws, one to provide amnesty for leaders of the coup, a second to create a police force separate from the military. President Aristide would then return and Gen. Cedras would step down. The problem, as we go to press, is that most pro-Aristide parliamentarians are in hiding, terrified of military-backed civilian gunmen. The laws cannot be passed until they can debate and vote on them.

The chief victims of the harsh

sanctions leveled at Haiti are not the army or the rich elite but the millions of poor. They are hard hit by skyrocketing prices and shortages of food, fuel, and basic goods. Haitians share the island of Hispaniola with the Dominican Republic and a brief comparison paints a stark picture of their sad condition. Haiti has a per capita gross national product of \$370(U.S.), an average life expectancy of 55 years, and an adult illiteracy rate of 47%. The comparative figures for the Dominican Republic are \$940, 67 years, and 17%.

Agony In Angola

If suffering can be worse than the abject misery of Haitians, Angolans are likely candidates. They are the pawns in an 18-year civil war between the left-wing government of President Jose Eduardo dos Santos, now recognized by the United States, and Jonas Savimbi, leader of the UNITA rebel movement. A year ago, Angolans seemed on the verge of peace after an election in which the government won a 129-to-21-seat victory. Instead, Mr. Savimbi refused to accept defeat and threw Angola back into a bruising conflict which has claimed 100,000 lives.

The rebels, though threatened with UN sanctions, scheduled to begin last month, continue their hold over 65% of the country. Jonas Savimbi, once backed by the West as anticommunist, controls Angola's diamond mines which easily fund his war. The government's revenues of \$3 billion a year from oil deposits allow it to fight on too. Between them, says Ana Liria Franch, the UN High Commissioner for Refugees representative in Angola, "the country's strong are eating its weak." Fighting has disrupted the planting season and threatens famine. The areas fought over are literally minefields which kill or maim dozens of civilians every day. Amputees or the dying lie on dirty floors in hospitals which lack food, medicine, beds, mattresses, and linen. In this country of 8.9 million people, an estimated one million are refugees and 100,000 children are orphaned.

The world, perhaps stressed out by disasters everywhere, seems strangely indifferent to Angola's desperate condition. The United Nations tries, but as much as one third of its food aid is stolen by bandits at the dockside. More disappears as local chiefs skim off their share in refugee camps. Both sides use food as a weapon, blocking aid to rival regions. Unless peace talks rumoured in October result in lasting peace, Angolans can only expect more bloodletting and starvation.

¹ R/L Taylor Publishing Consultants Ltd. for the text from *Canada and the World* "The Limits to Power," December 1993. Reprinted by permission of *Canada and the World* magazine, Waterloo, Ontario.

1. The international community uses economic sanctions as a means of trying to force despots to obey the will of the majority.

- a. How effective have economic sanctions been in trying to accomplish this task?

- b. Who often suffers the most from the economic sanctions? Give examples to support your answer.

- c. Can you think of any other methods that the international community could use that would be more effective?

2. Using various forms of media (television or radio newscasts, newspapers, magazines, and others), follow the situation in either Haiti or Angola to be informed of current developments that have taken place since the article you just read was written. Comment on these developments.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

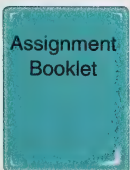
Check your answers by turning to the Appendix, Section 2: Enrichment.

Conclusion

In this section you learned about power. You saw that how a government exercises power is based on ideology. You compared democracies and dictatorships in their use of power. Finally, you examined the relationship between power and constitutions.

ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.



Democracy



WESTFILE INC.

What is your view of the system by which Canada is governed? Is such a system fair? Does it allow individuals the freedoms that people should have? Is it truly democratic? When a political party wins a federal election in Canada does it have the support of everyone in the country? What happens to the interests of someone who voted for a person that did not win? If another country has a democratic government like Canada does, does it mean that they select their government the same way and that their government operates like the Canadian one? Following democratic principles allows for individual differences and it is only natural that different governments will put these into practice in different ways.

When a society is committed to an ideology based on individual freedom, it organizes the political system in a democratic manner. The theory of democracy forms a common foundation for all democracies. However, each society practises democracy in a unique way because no two societies are the same. Political power is achieved, exercised, and maintained in different ways by different societies. Putting democratic theory into practice is a challenge that may not always be met.

In this section you will

- study democracy in theory and practice
- examine how actual political systems differ from democratic theory
- compare democratic processes in Canada and the United States

Activity 1: What Is Democracy?

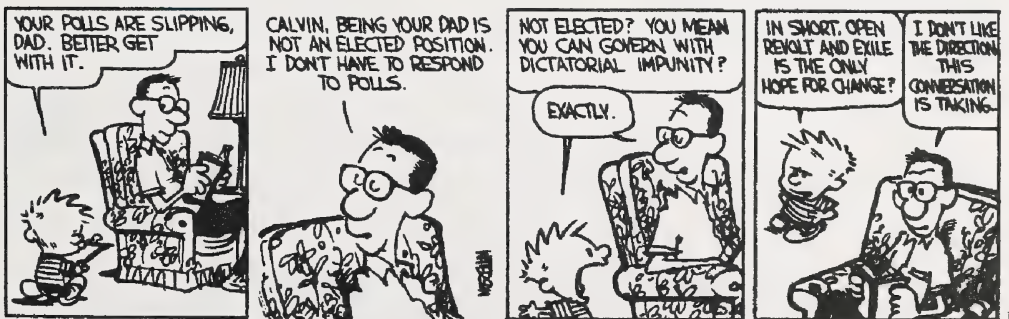
What is democracy? To you this may seem a simple question with a simple answer. After all, you live in a democracy. But almost every government in the world today calls itself a democracy. This includes China – a country whose “democratic” nature is questionable. How can such a country call itself a democracy?

It is a matter of definition. One of the best known and most widely accepted definitions of democracy comes from the great American president Abraham Lincoln. He defined democracy as “government of the people, by the people, and for the people.” One-party dictatorships like China believe that only they can identify and govern in the best interests of the people. They proclaim themselves democracies because they are governments “for the people.” This is a narrow interpretation of Lincoln’s definition, but it is used by many countries today.

In 1989 many of the socialist and “people’s” democracies in Eastern Europe began to change. Countries such as Poland, Hungary, Bulgaria, and Romania saw their communist leaders removed from power and were allowed to have free elections. Such changes also occurred in what were formerly East Germany and Czechoslovakia. Then on January 1, 1992, the **Soviet Union**, which had been ruled by communist dictatorship since its creation, officially ceased to exist allowing the former republics to begin building western-style democratic governments.

South Africa which called itself a democracy had been denying millions of blacks the right to vote. In the April 26–28, 1994, first multi-racial elections, all adult South Africans – regardless of race – went to the polls. With these elections came the start of the transition from a minority-white government to a majority-black one.

How can democracy be defined in a meaningful way? Go back to the basis of a political system – political power. When people have the power to choose who will govern, when people have the power to choose how they will be governed, when people have the power to replace an unsatisfactory government; then you have democracy. Government “for the people” is an essential part of democracy, but control of the government “by the people” is of primary importance.



¹ Universal Press Syndicate for the cartoon of *Calvin & Hobbes* by Bill Watterson. Reprinted by permission of Universal Press Syndicate.

Write your own definition of democracy.

Check your answers by turning to the Appendix, Section 3: Activity 1.

Activity 2: Types of Democratic Systems

Democracy, like all political systems, is based on an identifiable ideology. This ideology is common to all modern democracies. However, the actual processes by which democracies attempt to reach their ideals vary somewhat from country to country. These variations are related to three major points. Democracies can be classified as either direct or representative, federal or unitary, or as parliamentary or presidential.

Direct and Representative Democracy

Democracy originated in ancient Athens. At that time the community was small enough that its members usually knew one another. It was small enough that citizens could all meet together at the same time. But keep in mind that citizenship was granted only to the sons of citizens. Women and slaves were not citizens!

Citizens would meet on a regular basis to resolve political issues. Matters were debated and decisions were reached by a majority vote.



Direct democracy: a political system in which voters vote directly on all public issues

Representative democracy: a system of government in which voters elect representatives who vote on public issues

Federal system: a system of government that consists of more than one level of government (central plus provincial or state governments)

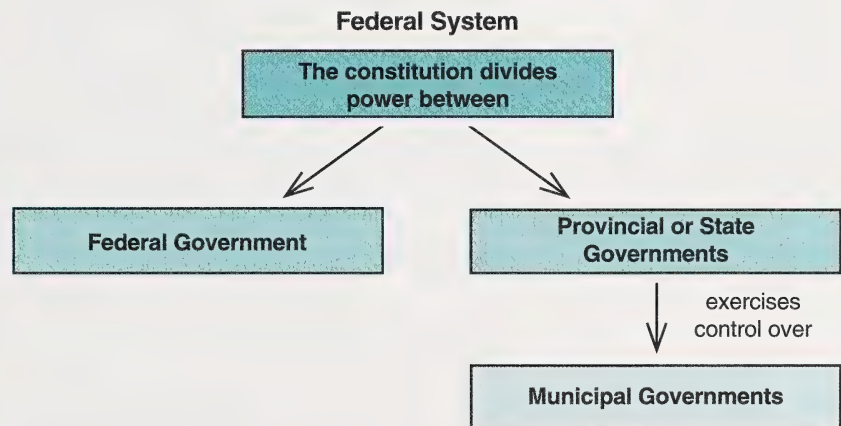
This method of government is called **direct democracy**. Citizens directly participate in the making of laws. Today, this system is not practical because of the size of communities and the complexity of issues. However, direct democracy is still practised in some small communities in Switzerland and in New England in the United States.

Modern democracies use **representative democracy**. Citizens vote to elect people to represent their interests and concerns. Those elected meet to debate and make laws on behalf of the whole community.

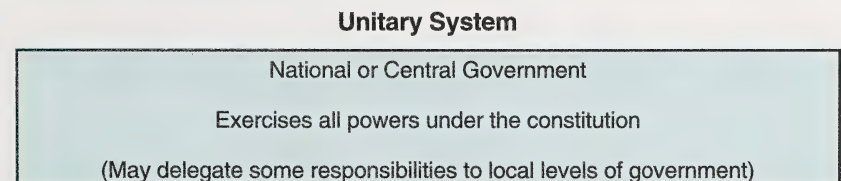
Federal and Unitary System

Democratic governments are structured in one of two ways. The first way is under a **federal system**. A federal system has two levels of government – a national level and a state or provincial level. Power is divided between the levels according to the constitution. The constitution also forbids one level of government to interfere with the powers of another.

This division of powers builds in some problems. Some matters arise that involve the powers of both levels of government. These issues require both levels to negotiate and compromise if the federal system is to be effective.



The **unitary system of government** has only a national government, although some legislative responsibilities are usually delegated to lower (town, city, county) levels of government. However, the national government has the power to disallow laws passed by these lower levels.



Unitary government: a system of government with only one level or body

Parliamentary and Presidential Democracy

In all democratic systems, political power is divided amongst the three branches of government – legislative, executive, and judicial. The division of power is designed so that power cannot be centralized in any one branch. This is called the principle of separation of powers.

Two different interpretations of the principle of separation of powers has resulted in two different systems of democracy – parliamentary and presidential.

The differences between the two systems will be seen later in this section.

All democracies share a common set of characteristics or features although they may vary somewhat from one country to another. Democratic political systems are based on majority rule with respect for minority rights. Respect for minority rights is essential to democracy. Only by guaranteeing the individual rights and freedoms of all citizens can a democracy avoid degenerating into a **tyranny of the majority**.

Tyranny of the majority: majority rule without respect for minority rights

In a democracy, all citizens have the right to participate in political processes – voting, running for office, campaigning for candidates, and expressing political opinions, for example. Many of these processes are designed to keep government accountable to the people. Should a government prove to be unsatisfactory, the people may change it for another.

Democracy always includes elements of opposition. These may be expressed as an official opposition within the legislature and through the right of citizens to **dissent** with government decisions. However, there are limits to expressing dissent. The freedom of dissent is limited by the requirement of respecting the rights of others.

Dissent: express a viewpoint opposing the prevailing or official viewpoint

Taken together, these characteristic features keep democracy democratic!

In order to be successful, dictatorships must eliminate or heavily regulate these characteristic features.

Up to this point, you have examined democracy primarily in theory. Theory is essential to an understanding of the ideology and characteristics of democracy. In this section, you will have the opportunity to examine democracy in action and to apply your understanding of a model democracy to the working of democracy in Canada and the United States.

Your examination of the practice of democracy will be in two major parts. First, the formal exercise of political power will be explored through the three branches of government – executive, legislative, and judicial. Second, the informal exercise of political power will be examined through the role of political parties, leadership conventions, interest groups, and the media.

You'll begin at the beginning – with elections!

1. What is the difference between direct and representative democracy?

2. What is the difference between a federal and a unitary system of government?

3. Use the characteristic features of democracy to write an expanded definition of democracy.

Check your answers by turning to the Appendix, Section 3: Activity 2.

Activity 3: The Electoral Process

The electoral process is designed to enable citizens to exercise their basic democratic right of choosing who will govern them. This process reflects the democratic principle of majority rule. However, the majority rules only if the majority votes!

Both Canada and the United States are democracies. However, Canada has a parliamentary system and the United States has a presidential system. As a result, their electoral processes differ in several important ways.

Elections in Canada

Canada is divided into 295 electoral districts commonly called constituencies. This reflects the democratic principle of representation by population. After each census, constituency boundaries are adjusted in line with population shifts.

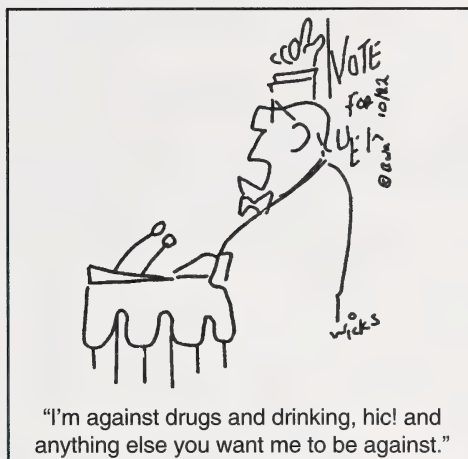
In each constituency, members of the various political parties meet to choose a candidate to represent them in the election. Independent candidates may run, but it is almost impossible to win without the support and organization a political party provides. Party workers, financial support, volunteers, expertise, and experience are all mobilized by a political party to assist its candidates to win.

The character of a candidate is a factor in campaigns, but sometimes party affiliation is more important. Canadians tend to vote for a political party rather than for an individual.

The candidate with the greatest number of votes is elected to represent the constituency in the legislature. The party with the greatest number of candidates elected to the legislature forms the government and its leader becomes prime minister. If the number elected is greater than 50 percent, a majority government results. If the number elected is less, a minority government results. A minority government requires support from elected members of another political party in order to remain in power.

The party with the second greatest number of candidates elected forms the Official Opposition, and its leader becomes Leader of the Official Opposition. It is the responsibility of the Opposition to monitor the activities of the government in order to insure against misuse or abuse of government power.

Elections are held at least once every five years. Prime ministers have the power to call an election sooner. Usually, prime ministers call an election when they sense electoral victory.



1. Who does the figure in the cartoon represent?

2. What is he doing?

3. What does he hope to achieve?

4. What weaknesses in the electoral process does this cartoon illustrate?

Check your answers by turning to the Appendix, Section 3: Activity 3.

¹ Canadian Speakers' and Writers' Service Ltd. for the cartoon by Ben Wicks. Reprinted by permission of the Canadian Speakers' and Writers' Service Ltd.

Elections in the United States

The electoral process in the United States is similar to Canada's except for the election of the president. A successful candidate for president must, in fact, run in four elections!

Campaigning for the presidency starts about two years before the actual election year. The campaign hits high gear with the primaries in February and June of the election year.

Like their name suggests, primaries are a sort of "first" election. Primaries choose delegates to attend the national convention of either the Democratic or Republican Party during the summer. Primaries are important. Delegates are usually committed to support a specific candidate for the party's nomination. If candidates win significant support in the primaries, it strengthens their position going into the convention. Only registered members of the party may vote in the primaries.

Running in the primaries is optional. Candidates must choose carefully those state primaries they will enter because once entered candidates must make a strong showing or appear to be a "loser." Losses in the primaries usually stall or kill a campaign.

A strong showing in the primaries gives a candidate the look of a winner. With success comes heightened public interest and increased media coverage.

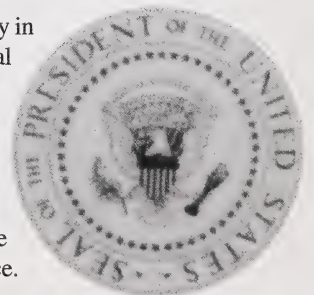
Not all fifty states have primaries. Some states hold caucuses or state party meetings to choose delegates. Once all the states have chosen their delegates, the parties hold their conventions. At the convention, a party chooses its presidential candidate by an open election.

The third election is on "the first Tuesday following the first Monday in November" when a general election is held. At this time, all eligible adults may vote. This popular vote indirectly chooses a president. In fact, the voters elect "electors." Electors are people who are appointed by the two parties to vote for their party's candidate in the fourth, and final, election. A state has as many electors or electoral votes as it has members of **Congress**.

Congress: the American legislative branch composed of the House of Representatives and the Senate

On the first Monday following the second Wednesday in December, the electors (members of the Electoral College) meet in their respective states to choose the president. If the majority of people in a state voted Republican, then all of the state's electoral votes go to the Republican candidate.

In early January the electoral votes are counted, and the successful presidential candidate will soon take office.



The Race for the White House

January

February
March
April
May
June

} Registered members of the Democratic and Republican Parties vote in primaries and caucuses for delegates to their party's nominating convention.

July
August

} Delegates attend the convention and vote to choose their party's presidential candidate.

September
October

} The two presidential candidates campaign for election to the White House.

November

The general election is held.

December

The Electoral College in each state meets to select a President.

January

The sealed votes of the Electoral College are opened and counted in the presence of the Congress. Election is by simple majority. The successful candidate is sworn into office.

5. Briefly explain the differences between the methods used to elect the Canadian prime minister and the American president.

Check your answers by turning to the Appendix, Section 3: Activity 3.

Activity 4: The Executive Branch of Government

In Canada, the executive branch is composed of the prime minister and the cabinet. The Prime Minister is usually the leader of the party with the most seats in the House of Commons. Exceptions to this may occur when minority governments are formed. Cabinet members are chosen by the prime minister to head government departments, such as health and welfare or national defense, and to provide advice and expertise. As heads of government departments, cabinet ministers supervise the **civil service** whose job it is to implement the decisions of the legislature.

Civil service: government employees

Cabinet solidarity: the support given by all members of the cabinet for decisions reached by the cabinet

Party discipline: disciplinary actions taken to insure that all cabinet members support government policy

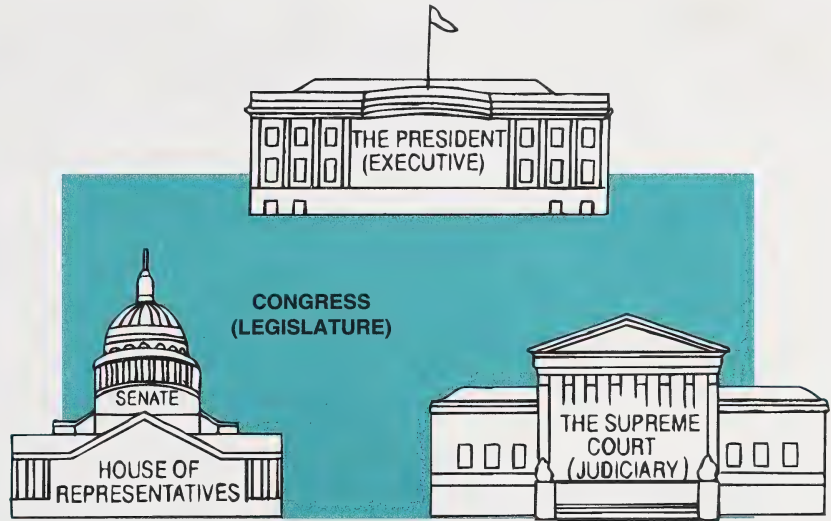
The executive branch in Canada is influential and powerful. In addition to enforcing legislation, the executive also proposes legislation and submits it to the House for approval. Because the Canadian political system includes both **cabinet solidarity** and **party discipline**, this proposed legislation is almost always passed into law. This is a significant power.

However, this power is somewhat limited because the executive is responsible to the House of Commons. If the executive loses the support of the majority of members in the House as expressed by a vote of non-confidence, then the prime minister and the Cabinet must resign. As a result, either an election will be called, or another party may attempt to secure the support of the majority of the members of the House. Because the executive is responsible to the House and members of the House are responsible to the electorate, Canada has a system of responsible government.

Responsible government is effective in theory. In practice, however, it may not be effective. The reality of party discipline combined with majority government seriously undermines the concept of responsible government. In fact, only three governments have been forced to resign as a result of defeat in the House, and two of these were minority governments!

The executive has enormous power in the Canadian political system. It proposes legislation, decides which other proposals go before the House, and determines how legislation will be implemented by the civil service. This combination of legislative and executive power appears to contradict the spirit of the democratic idea of separation of powers.

Distinct separation of powers is the hallmark of the political system of the United States. Three famous American landmarks reflect this separation of powers amongst the three branches of government – the White House (executive), the Capitol (legislative), and the Supreme Court building (judicial).





In the United States, executive power is exercised only by the president. However, exercise of this power is limited by Congress through a complex network of checks and balances.

The president is the head of government and chief executive officer. The president is responsible for the operations of government but must rely on Congress for the funding needed to operate government. Congress receives a budget from the president. It has the power to alter the budget in any way before approving it. This allows Congress to impose its priorities.

The president is commander-in-chief of the armed forces, but only Congress can declare war or vote the funding needed to support the armed forces.

The president has the power to appoint cabinet members, federal judges, ambassadors, and senior civil servants. However, these appointments must be approved by the Senate, the upper house in Congress.

The president is responsible for the conduct of foreign relations, and signs treaties with foreign nations; but these must receive the support of two-thirds of the Senate before taking effect.

Prime Minister	President
<div></div> <ul style="list-style-type: none">• most often leader of the political party with the most seats in the House of Commons• term of office a maximum of five years• may be reelected indefinitely• member of Parliament	<div></div> <ul style="list-style-type: none">• leader of a political party• elected to a four-year term of office• may be reelected only once• not a member of Congress
<p>Powers:</p> <ul style="list-style-type: none">• proposes policies for the country• selects cabinet members• is responsible to Parliament – must resign upon the loss of the support of the House of Commons	<p>Powers:</p> <ul style="list-style-type: none">• proposes policies for the country• selects Cabinet members• office retained even if proposals are defeated by Congress• signs or vetoes bills passed by Congress• is commander-in-chief of the armed forces

Which leader – prime minister or president – has more power in this political system? Explain your answer.

Check your answers by turning to the Appendix, Section 3: Activity 4.

Activity 5: The Legislative Branch of Government

The Role of the Legislative Branch

The role of the legislative branch is to make laws. Before a bill (proposed legislation) becomes law, it must be passed by both the House of Commons and the Senate. Either can initiate legislation except for “money” bills which must originate in the House. This is because not only is the House of Commons responsible to pass legislation in the best interests of all of Canada, but it is also expected to monitor and control government spending.

In Canada, the legislative branch is composed of the House of Commons and the Senate. These two bodies share legislative power. However, the more significant aspects of that power is exercised by the House of Commons which includes the cabinet.

The House of Commons in Canada

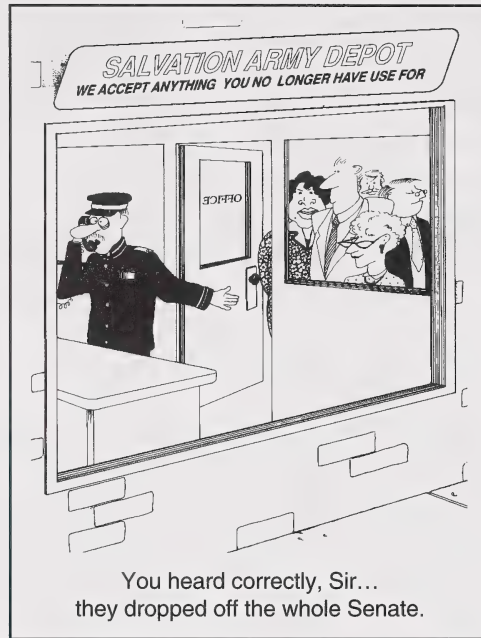
Members are elected to the House of Commons on a constituency basis. That is, each of Canada’s 295 constituencies elects one person, their Member of Parliament, to represent their interests in the House. Members are elected for a five-year term although elections are usually called more frequently. If they wish to continue to serve in the House, members must again win the support of their constituencies. An unsatisfactory Member of Parliament may be removed at election time. In this way, members are held responsible to the electorate.

The Senate in Canada

Unlike the members of the House of Commons, Senators are appointed by the prime minister. Members of the Senate must retire at age seventy-five. They are appointed on a regional basis; each of Canada’s four major regions has an equal number of seats in the Senate. This is to balance the House of Commons where seats are distributed on the basis of population. In the House, densely populated provinces like Ontario and Quebec have the majority of seats. The Senate is designed to ensure that the interests of the western and maritime provinces are also served. That is the theory.

In practice, appointments to the Senate tend to be made as a reward for faithful service to the political party in power. This practice undermines the Senate’s ability to represent regional interests and to act as a check on the power of the House of Commons.

The Senate has a lesser role in the legislative process; few significant bills originate in the Senate. Instead, the Senate is intended to give “sober second thought” to bills coming from the House of Commons. The Senate is most effective in the legislative process in revising bills, especially complex bills, to meet legal and technical wording requirements.



1. Who is the figure speaking into the telephone?

2. Who are the other figures in the cartoon?

3. How does the cartoonist characterize these figures?

4. What is the cartoonist's basic message about the Senate?

5. Why might he have this position on the Senate?

Check your answers by turning to the Appendix, Section 3: Activity 5.

Parliamentary Committees

Some of the most important work involved in the legislative process is done by parliamentary committees. Committees range in size from ten to thirty. Membership of each committee is divided amongst the parties according to the ratio that exists in the House of Commons. Except for cabinet ministers, all Members of Parliament belong to at least one committee.

Committees vary in the amount of power they exercise. A committee such as the one responsible for the Library of Parliament is of little significance. The Finance committee is one of the most powerful in the Canadian political system.

Political issues confronting the House of Commons are far too many in number and in complexity for a member of parliament to master. Parliamentary committees allow members to specialize by developing expertise in one or two areas. This is a necessary efficiency in the legislative process. However, parliamentary committees are criticized because they are not representative. Decisions reached in committee result from voting along party lines. Canada's strong tradition of party discipline ensures that the cabinet, which controls party discipline, remains in control of the decision making and the legislative process.

In the United States, legislative power is exercised by the House of Representatives and the Senate. Unlike Canada, the United States Senate has more significant power.

The House of Representatives in the United States

The House of Representatives has 435 members elected on the basis of a population distribution similar to the House of Commons. Members of Congress are elected for a two-year term. They originate a considerable volume of legislation and only the House of Representatives may initiate “money” bills. In addition to its legislative role, the House has the power to impeach federal judges who are appointed by the president.

The two-year term of members of the House of Representatives may result in instability. Members of Congress may not have sufficient time to learn their new jobs before it’s time to prepare for the next election campaign.

The Senate in the United States

Stability is not a problem for the Senate. Senators are elected for a six-year term with one-third of them elected every two years. There are one hundred members of the Senate. Two are elected by each state.

In its legislative role, the Senate has extensive powers. It is free to amend legislation passed by the House of Representatives; it can smother legislation in the committee stage. It is an effective check on the power of the House of Representatives.

The Senate also acts to check the power of the president. Presidential appointments to the cabinet, Supreme Court, and the senior civil service must be confirmed by the Senate. Confirmation by the Senate is also required for international treaties negotiated by the president.



The Role of the Legislative Branch

As in Canada, the role of the legislative branch in the United States is to make laws. Bills must pass through three readings in both the House of Representatives and the Senate before being presented to the president for his signature. The president may sign it into law or veto it. A third alternative is not to sign it; after ten days it automatically becomes law. This allows the president to express serious disapproval without resorting to the veto.

Voting in Congress does not follow party lines. Weak party discipline allows members to vote in the best interests of the local community (or state) that elected them or in what they believe to be the best interests of the country. In this respect, Congress is considerably more representative than Parliament.

Bills, then, may be supported by members of both parties. Passage of a bill cannot be assured by party discipline or by the existence of a majority by one party. Compromise and negotiation are required – between members of both parties, between members of Congress and the Senate, and between the president and Congress.

Typically, members of Congress vote against the majority of their party colleagues about one time in five. No action is taken against members no matter how many times they disagree with their party.

In fact, party membership is usually less important than geography (north–south split) or philosophy (conservative–moderate–liberal split) in determining how legislators vote.

Individual members of Congress are responsible for their personal – not their party's – voting record. Freed of party discipline, they can more clearly reflect the concerns of their electorate. However, local interests may at times conflict with national interests.

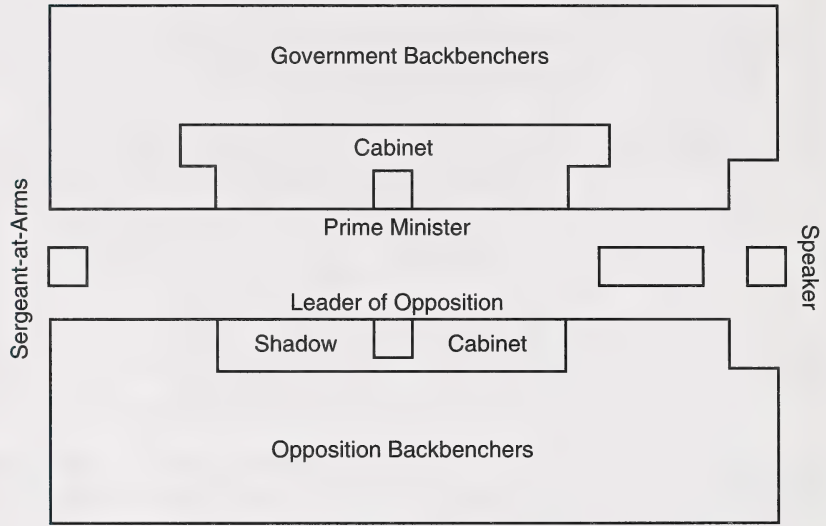
Congressional Committees

Congressional committees are the predominant power in directing the legislative process. In Canada, this power is exercised by the Cabinet. In America, committee membership is drawn from both parties. Weak party discipline here, too, allows members to vote in the best interest of the community they represent or in the best interest of the country. However, appointment to committees is done in caucus. This ensures some party loyalty by members seeking appointment to the more prestigious and powerful committees.

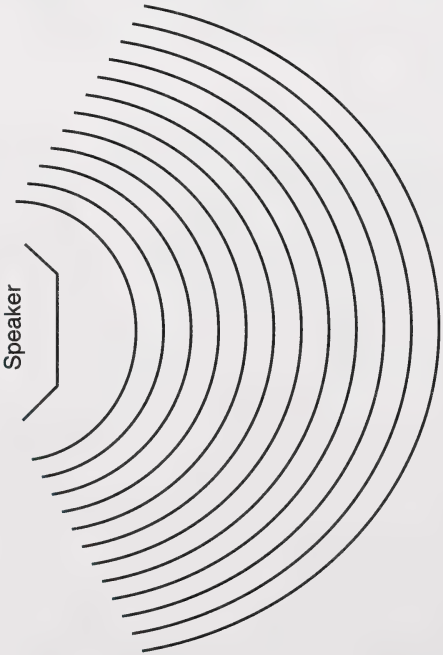
When a bill is introduced by First Reading in either the House of Representatives or the Senate, it goes to committee. In committee, it may be amended, rewritten, killed, or approved. If it is approved, then another committee decides when it will reappear for Second Reading and debate. This committee is extremely powerful because it determines if and when and in what order legislation comes before Congress.

Anyone proposing legislation, the president included, must negotiate with the members of these committees in order to get a bill passed into law.

The Canadian House of Commons



The U.S. House of Representatives



6. Examine the diagrams of the House of Commons and the House of Representatives. How do the different seating arrangements reflect the differences in the Canadian and American legislative process?

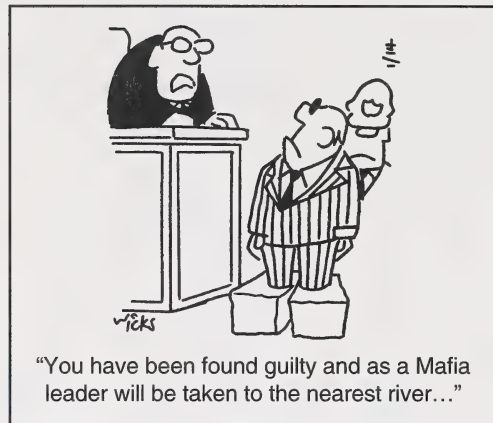
7. Identify the major differences between the Canadian Senate and American Senate.

8. In what ways do Parliamentary and Congressional Committees represent a danger to democratic processes?

Check your answers by turning to the Appendix, Section 3: Activity 5.

Activity 6: The Judicial Branch of Government

Although it lacks legislative power, the judicial branch is an essential part of a democratic political system. The judicial branch of government is charged with the responsibility for interpreting laws in a fair and impartial manner. All laws apply equally to all citizens; citizens and governments alike must comply with the law. This is referred to as the rule of law, and it is fundamental to democracy.



1. Identify the three figures in the preceding cartoon.

2. What is happening in the cartoon?

3. a. What is on the feet of the Mafia leader?

- b. Why was this method of punishment chosen?

¹ Canadian Speakers' and Writers' Service Ltd. for the cartoon by Ben Wicks. Reprinted by permission of the Canadian Speakers' and Writers' Service Ltd.

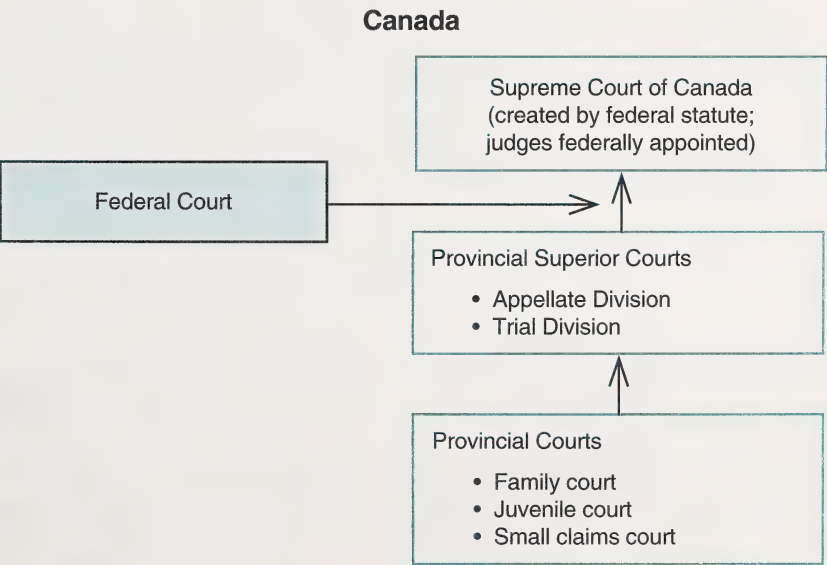
4. Is this cartoon an example of “fair and impartial” interpretation of the law? Explain your answer.

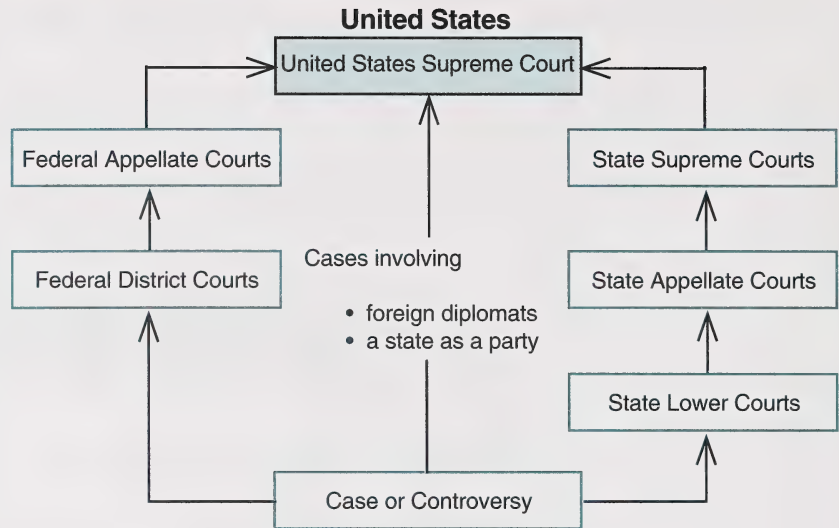
Check your answers by turning to the Appendix, Section 3: Activity 6.

The Judiciary and the Legal System

Laws are the rules of a community. In a democracy, laws are made by the elected representatives of the people and applied by independent judges. Both the making and applying of laws is done openly. It is an important democratic principle that the people have free access to the legislatures and courts.

In both Canada and the United States, the legal system is structured around a multi-levelled system of courts – local, provincial or state, and federal. The highest court is the Supreme Court. Matters of law are decided by the courts. Trials are held and punishments are determined. The courts also resolve conflicts between individuals, between individuals and governments, and between levels of government.





The Judiciary and the Political System

The political power exercised by the judicial branch is significant. Both Canada and the United States use the process of judicial review typical of most federal systems. The courts, especially the Supreme Courts, rule on the constitutionality of legislation. This means that if legislation is found not to conform with the spirit of the constitution – as interpreted by the court – then that legislation does not take effect. Such enormous power is granted to the judicial branch to enable it to check the power of the executive and legislative branches.

In the past, the Supreme Court of the United States has demonstrated considerably more political activism than the Supreme Court of Canada. However, this is changing because Canada has adopted a written constitution. Written constitutions tend to shift the resolution of many issues from the legislative to the judicial arena. For example, abortion on demand was granted and prayer in public schools was denied by the American Supreme Court on the basis of constitutional rights. Decisions such as these are now being made by Canadian courts.



¹ Canadian Speakers' and Writers' Service Ltd. for the cartoon by Ben Wicks. Reprinted by permission of the Canadian Speakers' and Writers' Service Ltd.

5. Who are the figures in the preceding cartoon?

6. What situation is being referred to by the cartoon?

7. What is the cartoonist's message?

Check your answers by turning to the Appendix, Section 3: Activity 6.

Decisions made by the courts may have an impact similar to legislation. An example of this is Canada's famous "persons" case.

In the late 1920s, Prime Minister MacKenzie King wanted to appoint Emily Murphy to the Senate. However, it was not clear whether women were considered "qualified persons" under the law. The court confirmed the right of women to serve as Senators. This was a significant change in law and policy and an enormous moral victory for women! Similarly, this judicial process was used by blacks in the United States to overturn segregation.

Today determined interest groups use this technique to achieve change that could not readily be achieved through the legislative process.

Although it has a political role, the judiciary must be free of political pressures. The judicial branch checks the power of the other branches, rather than serving them. Judges, then, need to be independent of the political system. To achieve this, judges are appointed. These are "lifetime" appointments made by the executive. A government cannot remove judges. In Canada, only a decision of Parliament can remove judges while a decision of the House of Representatives is required in the United States. Special laws, rules, and regulations applying to judges serve to further isolate them from political influence.

Some party patronage has crept into judicial appointments. However, the requirement that judges be qualified, practising lawyers is some insurance against incompetence. So too is the influence of professional legal associations.

8. How does the judiciary act as a check on the power of the legislature?

9. Why is Canada's Supreme Court exercising more political power?

10. Use examples such as pornography, capital punishment, or abortion to explain how the decisions of the Supreme Court can have the same impact as laws passed by the legislature.

11. On what constitutional principles would the American Supreme Court have found prayers in public schools and racial discrimination "unconstitutional" and illegal?

Check your answers by turning to the Appendix, Section 3: Activity 6.

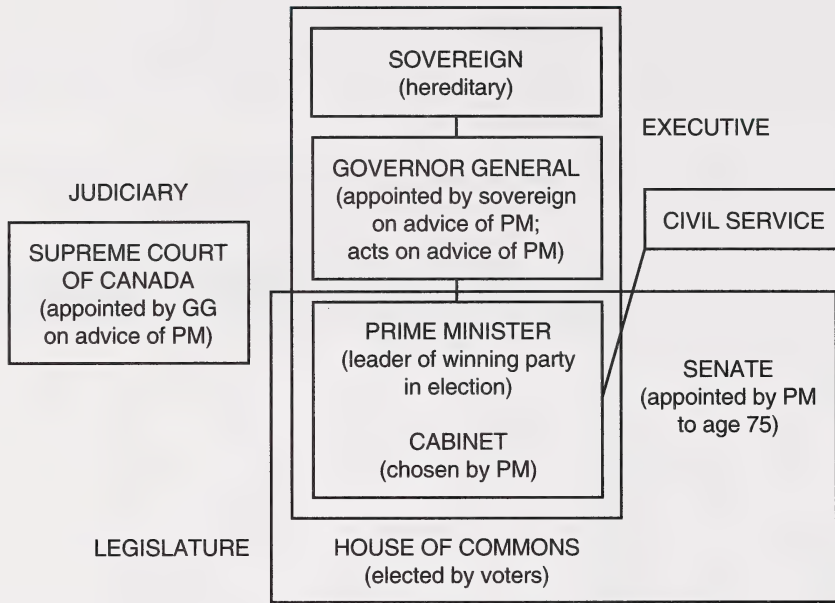
Activity 7: Parliamentary and Presidential Systems

Both Canada and the United States are democracies. They share a commitment to democratic principles. However, these two countries have chosen to organize their governments differently. As a result, their practice of democracy varies considerably in some respects.

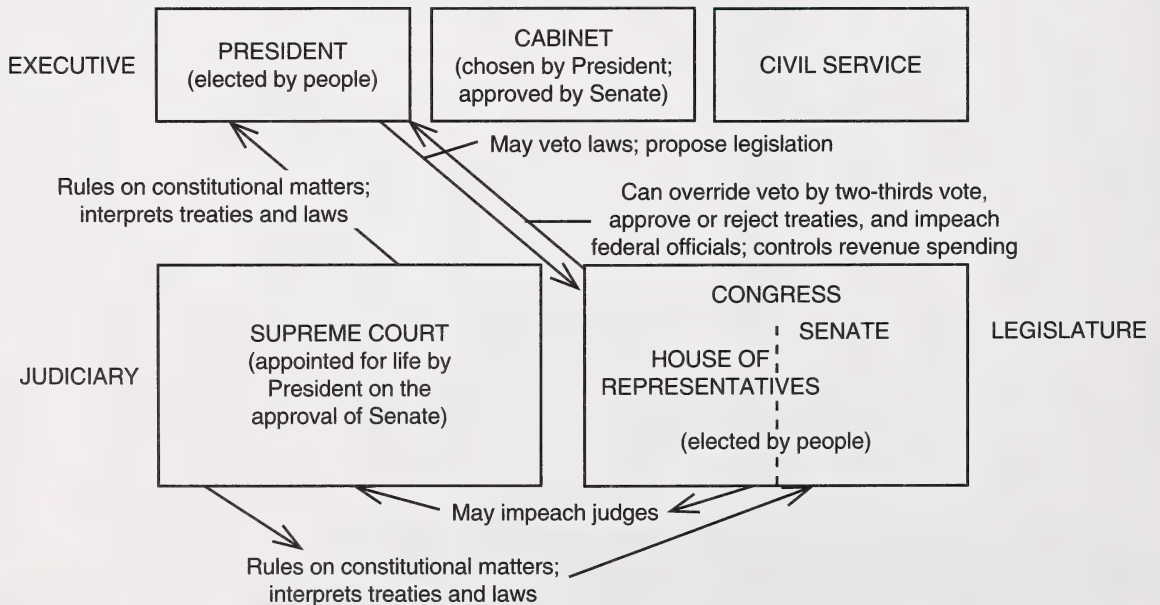
- 1. Identify three major strengths and three major weaknesses for both the parliamentary and presidential system. Summarize these in chart form.

	Parliamentary	Presidential
S t r e n g t h s		
W e a k n e s s e s		

Canadian Parliamentary System



American Presidential System



-
2. The preceding diagrams provide an excellent overview of the three branches of government in Canada and the United States. Use these diagrams to assist you in identifying the main differences between the two systems.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Check your answers by turning to the Appendix, Section 3: Activity 7.

Activity 8: Political Parties

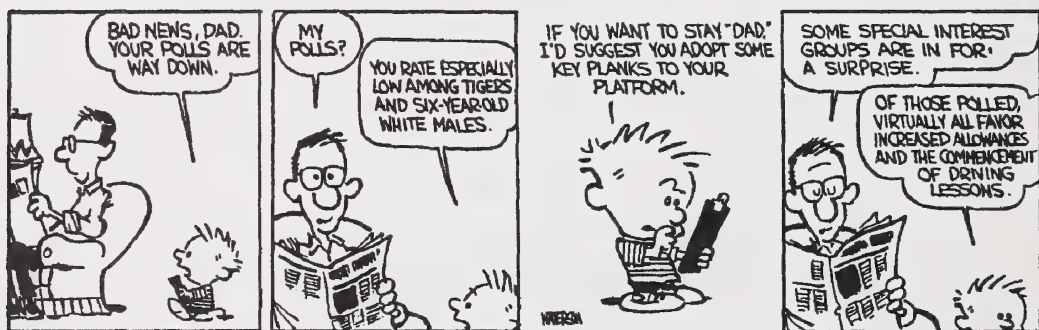
Political parties are an essential delivery system in modern democracies. What they deliver is power – effective political power. It is through political parties that power is achieved, exercised, and maintained.

Political parties are organizations designed to achieve control of the government for their leaders. In a democracy, this goal is reached by successfully contesting elections.

Aggregation: bringing together

Political parties fill a number of important roles in the democratic process. The most important role is the **aggregation** of interests. This process is necessary because of the enormous number of interests – sometimes conflicting interests – found in modern, complex society. Political parties provide a forum in which this mass of interests is reduced and simplified into a manageable set of policies. These policies must appeal to voters. Success in interest aggregation translates into electoral success. As a result, parties continually monitor the public to identify interests and concerns with strong voter appeal. But political parties help focus the issues for voters, too. Parties attempt to keep voters informed and interested about issues, especially at election time.

Each political party develops a platform. A party's platform is made up of the programs and policies it plans to implement if elected. Platforms serve two important purposes. They provide voters with a basis of comparison between parties and between candidates. They also provide voters with an outline of what a candidate plans to do in office.



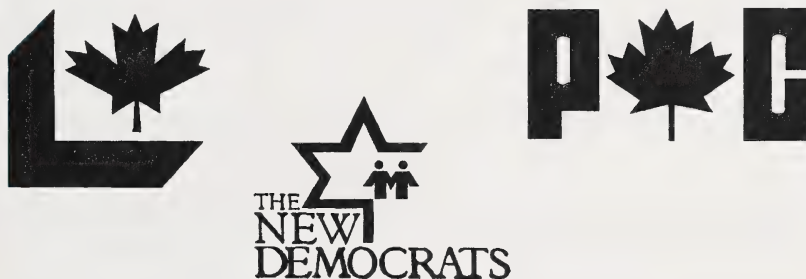
Political parties provide the organization required to get candidates selected. They recruit candidates who support their platform and assist them to campaign effectively.

When the election is over, political parties serve to organize those elected. If a change in government occurs, then leadership and policies are already in place. This ensures a smooth transition of power.

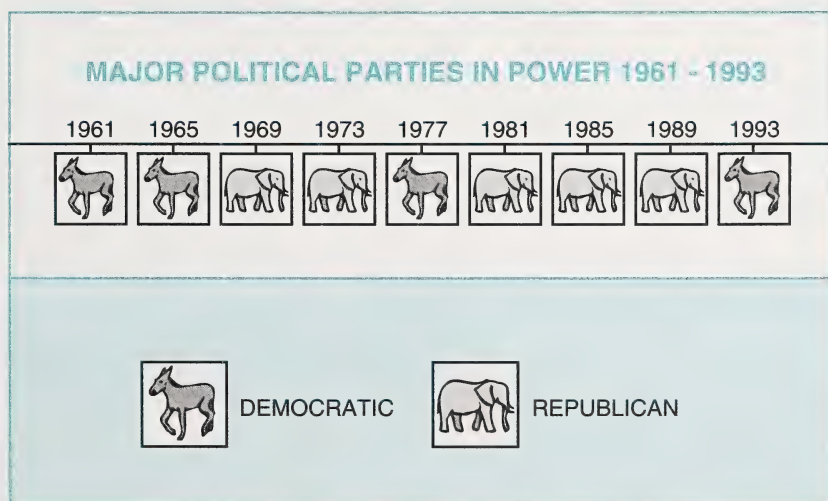
¹ Universal Press Syndicate for the Cartoon of *Calvin & Hobbes* by Bill Watterson. Reprinted by permission of Universal Press Syndicate.

Political parties are forced to compete with each other and provide voters with alternatives for government. In their search for a broad basis of support, political parties encourage compromise and flexibility among members with diverse interests and concerns. Parties bring together people with similar political goals in the pursuit of political power.

Canada has a multi-party political system although only two parties – Liberal and Progressive Conservative – have formed the federal government. The multi-party system has the advantage of providing voters with a wider range of choice. In 1993 two newer parties – the Reform Party and the Bloc Quebecois – won seats in the House of Commons. However, the multi-party system can be somewhat unstable if no one party wins a majority of seats in the House of Commons. This results in a minority government. Canada's experience of minority government is interesting. Although they do tend to be short-lived, minority governments are unusually productive and responsive to voters' interests.



The United States has a two-party political system. Both the Democrats and the Republicans are powerful parties. During any given election, either party may win. Election results are frequently close.



In both Canada and the United States, political parties must have a broad basis of support in order to win an election. This means that parties must seek support across geographic regions, ethnic groups, social classes, as well as religious groups, and age and gender categories. As they attempt to widen their appeal, political parties find their platforms becoming more alike. A great many voters, both in Canada and the United States, see little difference between the major parties.

1. What are the roles of a political party in a political system?

2. a. What are the advantages of a multi-party system over a two-party system?

- b. What are the disadvantages?

Check your answers by turning to the Appendix, Section 3: Activity 8.

Activity 9: Choosing a Party Leader

Before a political party can get its leader elected, it must first elect its leader!

Choosing a Leader in Canada

In Canada, political parties choose their leaders through leadership conventions. Leadership conventions are called when a leader resigns or if the annual party convention votes for a leadership review.

Several months before the actual convention, leadership candidates start their campaigns. Candidates travel across the country meeting convention delegates. This direct, personal approach is supplemented by advertising and effective use of the media.

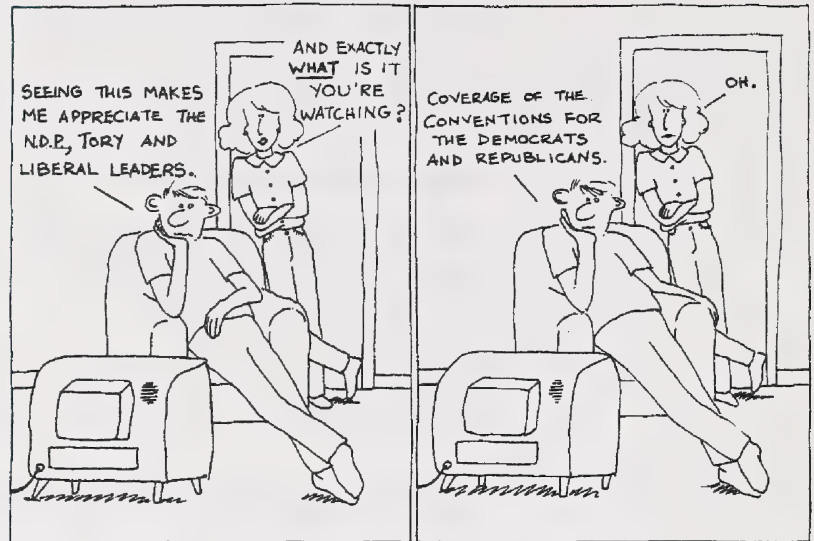
Convention delegates are chosen on the constituency, provincial, and national party levels; from the youth and women's wing; and from elected party members and Senators.

The highlight of the convention occurs when the leadership candidates deliver their speeches.

Voting is by secret ballot. At each round of voting, the candidate with the fewest number of votes is dropped. Voting continues until one candidate achieves a majority.

Canada's method of choosing party leaders has several benefits for the political system. It provides competition and a choice among candidates. In the public's interest, it is held in the open and is covered extensively by the media. The process reflects both the representative and majority principles of democracy. Secret balloting protects against the possibility of intimidating delegates. A strong showing at the convention strengthens a leader's position in that party.

However, there are problems with this method. Leadership conventions tend to focus an enormous amount of attention on the personality of the leader rather than on issues. Leaders may be chosen on the basis of personality rather than political and parliamentary experience. Conventions, with their emphasis on razzle-dazzle, lack any serious debate of important issues. Finally, campaigning is a long, expensive process that draws the attention of candidates away from their responsibilities to their constituencies and Parliament.



Choosing a Leader in the United States

In the United States, as in Canada, the political parties choose their leaders at a leadership convention. Prior to the convention, all leadership candidates contest various primaries. If one candidate emerges from the primaries with a strong lead, then that candidate usually wins his party's nomination.

At the convention, the candidates make speeches accompanied by energetic displays of support and massive media coverage.

Voting is public. The chairman of each state delegation rises during the roll call to announce the candidate or candidates the delegation supports. Calling the roll of states continues until one candidate achieves a majority.

The process of choosing a party leader in the United States is longer, more complex, and more expensive than its Canadian equivalent. The American process is more democratic in that it allows more people to participate through the primaries. However, the process tends to draw the energies of the politicians away from the business of government in the year before the election. Considering its status as a superpower, this may be a serious concern for the United States and the world community.

In both Canada and the United States there is an increasing emphasis on the personality of the leaders and their families. How might this tendency undermine democratic principles?

Check your answers by turning to the Appendix, Section 3: Activity 9.

Activity 10: Interest Groups

Political parties are not the only form of organized political behaviour in democracies. **Interest groups** or pressure groups bring together individuals who are seeking to influence political decision making on specific public issues.

Interest Groups in Canada

Legally organized interest groups have the right to petition and influence government. They operate at both levels of government with considerable effect. Interest groups represent a wide variety of interests such as business, labour, professionals, consumers, women, religious groups, and the environment. A few organizations may be mentioned, such as the following.

- Canadian Manufacturers’ Association
- Canadian Labour Congress
- Canadian Medical Association
- Consumers Association of Canada
- National Council of Women
- Canadian Council of Churches
- Greenpeace

The process used by interest groups in their attempt to influence government is called **lobbying**. The term comes from Great Britain; people used to prowl the lobby of Parliament in search of Members of Parliament whose support they sought.

To be effective, interest groups must exert their influence at critical points in the decision-making process. Interest groups seek to influence both the law-making and policy-making processes. This means focusing on the policy makers – the prime minister, the cabinet, and the senior civil service.

Interest groups: groups of people that come together to influence government decision making on specific public issues

Lobbying: the process by which interest groups attempt to influence government decision making

Interest groups now employ full-time professional lobbyists. Each lobbyist maintains a network of informal contacts with the cabinet and the senior civil service. For example, it may be important for a lobbyist to belong to certain private social and athletic clubs.

Formal contacts provide an effective link between interest groups and government. Interest groups seek positions on government advisory committees. Frequently, the government wants and needs advice, technical information, and cooperation from strong interest groups. Some of these interest groups present annual briefings to government.

Interest groups also seek public support. They use publicity, advertising, demonstrations, and influential people (celebrities, business leaders) to increase public awareness and public support of their interests.

The political power of an interest group increases with growing size, permanence, and financial backing. These factors, combined with strong leadership and the appeal of an important public issue, allow some interest groups to exercise enormous influence on government.



"The one lobbying against lobbying may go in now."

1. Who is the figure sitting at the desk?

¹ Canadian Speakers' and Writers' Service Ltd. for the cartoon by Ben Wicks. Reprinted by permission of the Canadian Speakers' and Writers' Service Ltd.

2. Who are the other figures?
-
3. For what reasons might someone be lobbying against lobbying?
-
4. How does allowing lobbying against lobbying demonstrate democratic political process?
-

Check your answers by turning to the Appendix, Section 3: Activity 10.

Read the article that follows and think about the questions that come after it.

===== Interest Groups in the United States =====

On a quiet Washington street amid a row of graceful buildings stands a nine-storey structure with a marble doorway over which is inscribed “The National Rifle Association of America.” Inside the building are 250 to 300 employees who administer an annual budget of more than \$13 million. They publish the monthly magazine *The American Rifleman* and act as the national voice for over 12,000 local shooting clubs, state rifle associations, gun manufacturers, and importers. The American constitution protects citizens’ rights “to keep and bear arms” and the

NRA prides itself in defending this constitutional right. It has large computer files, and can organize half a million letters of protest to be showered on United States politicians practically overnight. It is a powerful interest group.

Thousands of lobbyists for interest groups such as the NRA work in Washington and the state capitals. Interest groups have a long tradition of activity in the United States. A former French visitor to that country in the 1830s wrote: “In no country in the world has the principle of association been more successfully used or applied

to a greater multitude of objects than in America.” Since that time, the number and types of interest groups have greatly increased. Indeed, in the 1870s some railway company owners boasted that they owned state governments; corrupt influence was a major problem.

Since then, laws have been passed regulating many of the activities of interest groups and their lobbyists. Their tactics today include massive publicity campaigns and direct approaches to politicians and civil servants. They also attempt to influence election campaigns. Labour unions such as the AFL-CIO endorse candidates running for office, and contribute money to their campaigns. Many groups work quietly, but public demonstrations are a part of the American tradition. Marches and massive rallies in favour of civil rights, or in opposition to the Vietnam war, were staged during the 1960s. These huge demonstrations helped change the course of American political history.

In the United States, the political system is much more open to group activity than the parliamentary system. Important decisions of public policy are made in the legislative and executive branches, and thus many opportunities are presented to exert influence over governmental action. If a group is unsuccessful at the presidential (executive) level it may still influence

Congress, (the two legislative houses). This is an important source of policy proposals, and, unlike Canada, a separate centre of decision-making. As well, elected members of Congress are not subject to the same party discipline found in parliamentary systems, and are not expected to support legislation along strict party lines. As a result, each of the power centres – in particular the individual members of Congress – becomes the target of organized group activities.

Because of the important role of Congress in the decision-making process, interest groups in the United States are more likely to conduct large-scale public relations campaigns to win over public opinion. This, they hope, will put pressure on key members of Congress by convincing them that their cause has wide support among the voters. Such national campaigns are a more spectacular form of group activity than is usually found in Canada. Yet it does not necessarily mean there is a higher level of group influence in the United States. Because Canadian groups tend to focus their attention, for example, on civil servants, and prefer to rely on quiet and informal dealings with a smaller circle of decision-makers, much of their activity is not visible to the public. The actual level of group influence in Canada may indeed be greater than that in the United States.¹

Why is the American political system much more open to group activity than is Canada's?

What is different in the methods used by American lobbyists as compared to Canadian lobbyists?

Why would a democratic constitution protect the right “to keep and bear arms”?

Against what proposals would the NRA “organize half a million letters of protest”?

What is the principle of assembly?

Now answer these questions:

¹ *Challenge of Democracy* © 1984. Used with permission of Nelson Canada, A Division of Thomson Canada Limited.

5. What are the benefits to a democracy in allowing interest groups to participate in the political process?

6. What are the drawbacks?

Check your answers by turning to the Appendix, Section 3: Activity 10.

Activity 11: The Role of the Media

Along with interest groups and political parties, the media play an important role in the informal exercise of political power.

The Media

Today’s media include a wide variety of both print and electronic media. Newspapers, magazines, radio, and television are means of communication that have daily impact on the political system. Unlike interest groups and political parties, the purpose of the media is not to influence or control government. It is to entertain and inform.

Information is an essential factor in decision making. The media supply much information to both individuals and government. This creates an effective two-way channel of communication between individuals and government, and it provides a forum for public discussion of current issues.

The media are watchdogs in the political system. Investigative journalism is known for seeking and exposing misuse and abuse of political power.

Use of the media has in many ways replaced human contact. Politicians employ press agents or press secretaries to create and maintain a positive media image during campaigning and throughout their term of office. Press conferences and “photo opportunities” are carefully stage-managed to show politicians at their best.

Emphasis on image rather than issues is a concern. Many question whether the participation of the media in political processes ensures good leadership or leaders that “look good.” The impact of television is of increasing importance. Its coverage of events

is immediate and visual. However, television is geared to entertain in a highly competitive market. Coverage that fails to hold the attention of viewers means lost income for the network. Network decisions must always reflect this factor.

This creates an interesting situation. Networks are constantly on the alert for events that they may cover in a way that will maintain or increase their ratings. Event organizers – of demonstrations, protests, press conferences – labour to create an event that will draw network coverage. Sometimes reality takes a back seat to ratings.

1. How do the media check the power of the three branches of government?

2. What is the danger in allowing government to own or control (through licensing) the media in a democracy?



¹ *Toronto Sun* for the cartoon by A. Donato. Reprinted by permission of A. Donato, *Toronto Sun*.

3. Identify each of the three groups in the preceding cartoon.

4. What appears to be happening in this cartoon?

5. What is the cartoonist's message about the role of the media in political events?

Check your answers by turning to the Appendix, Section 3: Activity 11.

Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts, it is recommended that you do the Enrichment.

Extra Help

Read the article “A Very Hot Potato” and complete the exercise that follows.

As you read the article, keep in mind that you will be using the issue presented in the article to analyse some Canadian political processes.

A Very Hot Potato

The Supreme Court of Canada ruling on abortion has given the federal government a problem it clearly wishes it didn't have, while the debate remains as active as ever.

In January, the Supreme Court of Canada struck down Canada's abortion law. After a 20-year struggle for abortion rights for women, Dr. Henry Morgentaler emerged victorious.

As it stood, the law made abortion a crime unless approved by a "therapeutic abortion committee" of an "accredited hospital." The judges voted, five to two, that this violated Section 7 of the Canadian Charter of Rights and Freedoms. Section 7 guarantees that: "Everyone has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice."

The Supreme Court has left Parliament with a difficult choice. It can rewrite the law so that it is in accordance with the Charter, or it can override the Court decision and let the old law stand. The government says it will write a new law, but this will not be easy given the depth of emotion on both sides of the issue.

Passions are running high, as some of the quotes below make clear:

Pro abortion

"Forcing a woman ... to carry a fetus to term ... is a profound interference with a woman's body and thus an infringement of security of the person." *Chief Supreme Court Justice Brian Dickson and Justice Antonio Lamer.*

"The state has no right to intrude into a woman's decision to terminate a pregnancy. ... It is not just a medical decision, it is a profound social and ethical one as well. ... It asserts that the woman's capacity to reproduce is to be subject not to her control, but to that of the state." *Supreme Court Justice Bertha Wilson.*

"Practically, everybody agrees the

law is quite unfair in how it is applied across the land." *Alan Cooper, Crown lawyer who prosecuted Dr. Morgentaler in 1984.*

"The B.C. government's using of control over medical insurance goes against the principle of universal access to medical care. This is blackmail." *Lynn Lathrop, Ontario Coalition for Abortion Clinics.* She is referring to B.C.'s decision to allow medicare to pay for abortions only if they are performed in hospitals after approval by a therapeutic abortion committee.

The Supreme Court's decision "is a significant victory for women in the long battle to win control over their bodies." *Carolyn Eagan of the Ontario Coalition for Abortion Clinics.*

"The victory was so overwhelming I wasn't exactly prepared for it." *Norma Scarborough, president of the Canadian Abortion Rights Action League.*

"No longer can women be treated as second-class citizens. It is also a victory for children. I wish to repeat our slogan: Every child a wanted child and every mother a willing mother." *Dr. Henry Morgentaler.*

"We're not here because we want to see more abortions. We're here because we want women to have the right to decide their own lives." *Dr. Robert Scott, a colleague of Dr. Morgentaler.*

"The abortion law was a constant insult to women. Under it, access was unequal. The least privileged—working-class women, women of colour, rural women—suffered most. Women in many parts of the country, including all of Prince Edward Island, were unable to obtain abortions." *Lynn Lathrop, Ontario Coalition for Abortion Clinics.*

Anti abortion

There is no "right to have an abortion" in Canada. The law is constitutional and questions of... "policy on this controversial ... matter must be

resolved by the elected Parliament. It does not fall within the proper jurisdiction of the courts.” *Dissenting Supreme Court Justices William McIntyre and Gerard La Forest.*

“Where unwanted pregnancies occur, it is the experience of Salvation Army officers that in almost every instance it is best to advise the situation be accepted and that the fetus be carried to term.” *Salvation Army news release.*

“The justices have okayed the killing of our future. There’s always a consequence for doing something wrong. Inevitably, we will suffer the consequences.” *Stephen Jalsevac, anti-abortionist.*

“We think that abortion, not free trade, will be the issue in the upcoming federal election.” *Rev. Kenneth Campbell, Choose Life Canada.*

The Supreme Court decision “is a disaster. It is uncivilized. Abortions will become commonplace. It is now incumbent upon Parliament to enact new legislation to protect the rights of the unborn in conformity with the Charter of Rights. I pledge that our efforts to protect the rights of the unborn will

continue unabated.” *Cardinal Emmett Carter of the Roman Catholic Archdiocese of Toronto.*

“We’re crying for the babies who were killed here ... and those who will continue to die.” *Woman picketing outside Dr. Morgentaler’s Toronto clinic.*

Canada with a birth rate of 1.7 babies a family, is not reproducing its own population. The abortion ruling will contribute to a further decline in the birth rate “What’s legal becomes moral in the modern world. Once it becomes accepted, it is practised more and more and leads to irresponsible sexual activity.” *Father Paul Marx, president of the Washington-based Human Life International lobby group.*

“If Ottawa believes that society has an interest in the health of the fetus after a certain stage of development – as the Court acknowledges it might – it can draft a law which conforms more closely to the Charter.” *Globe and Mail editorial.*

“We will keep praying and keep picketing. We answer to a higher authority than the Supreme Court.” *Rev. Donald Hill, Pastor at Living Hope Gospel Church.*¹

1. Why is the abortion issue referred to as “a very hot potato”?

¹ R/L Taylor Publishing Consultants Ltd. for the text from *Canada and the World* “Abortion: A Very Hot Potato,” March 1988. Reprinted by permission of *Canada and the World* magazine, Waterloo, Ontario.

2. Suppose the government is proposing legislation on the abortion issue. Draw on your knowledge of the Canadian political processes to explain the role of the following groups in resolving this important issue. Use the chart to organize your response.

prime minister and cabinet
House of Commons
Senate
media
interest groups

Check your answers by turning to the Appendix, Section 3: Extra Help.

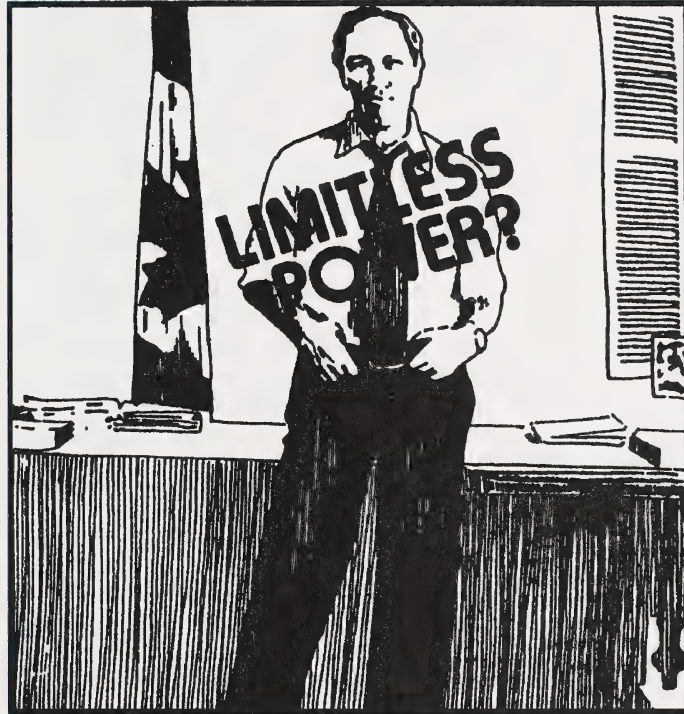
Enrichment

Read the article “Power Unlimited?” and complete the exercise that follows.

As you read, make note of the types of power exercised by the executive and of the increasing power of the civil service.

Power Unlimited?

The Cabinet, the Privy Council and the Prime Minister's Office to join to form the Executive branch of Canada's government. Sudbury history teacher Robert Remnant examines the power of the Executive.



The power of the executive branch of the federal government is truly awesome. It controls the collecting and spending of more than \$50 billion in federal revenue and the enforcement of laws affecting almost every aspect of Canadian life. It establishes policies which influence the future of us all, and it has the authority, in an emergency, to strip virtually all of us of our most fundamental civil rights. The executive power of our government seems to be unlimited.

The Power of the Prime Minister

On paper, the executive power of the federal government isn't very

overwhelming. In theory, the chief executive is the Governor-General, but, in reality, it is the Prime Minister. He has the following powers:

- The calling together and dissolving of Parliament.
- The appointing of senators, cabinet ministers and lieutenant-governors.
- Commanding the armed forces.
- And, in the words of the BNA Act, "carrying on the government of Canada."

Most of these powers are self-explanatory and give the Prime Minister control over our political institutions. It is the last, somewhat vaguely-worded,

statement that conceals the greatest authority. It gives the Prime Minister ultimate control over the vast army of civil servants who affect our daily lives in so many ways. They deliver our mail, collect our taxes, send out government cheques, man our borders, help enforce the law, and generally administer thousands of regulations governing much of Canada's business and industry. Organized like a great pyramid, the federal civil service ascends through progressively higher levels of authority. But the man at the top, who takes much of the credit or blame for how well or poorly the system works, is the Prime Minister.

This kind of executive power, to administer the system as it is currently set up, is of considerable importance. Of equal, or even greater, importance is the power to change the system, to try to improve it, or even to alter its basic character. In this sphere of policy-making, the Prime Minister's authority is as great as his administrative power. It comes from our parliamentary system of government.

As the leader of the party in power, the Prime Minister is in almost complete control of the legislation which is debated and voted on in the House of Commons. Laws which could eliminate or establish such important government agencies as PetroCan; laws which could increase, decrease, or stop immigration into Canada; laws which could change our tax structure so that the rich paid more or less in taxes; indeed, the initiation and discussion of virtually all major legislation is in the hands of the Prime Minister.

The Privy Council

However, while the Prime Minister is responsible for the exercise of executive power, the business of government is far too complex for him to handle alone. He must, and does, have a great deal of help. His most important assistance comes from the Privy Council. Although, in

theory, this body is made up of all those who have ever been members of any Privy Council, in practice it means simply the current members of the Cabinet.

The people appointed to the Cabinet, (usually leading members of the Prime Minister's party from the House of Commons, but occasionally senators), share their leader's policy-making and administrative power. A few cabinet ministers are appointed without being attached to any particular government department and are called Ministers Without Portfolio. Most are given responsibility for a specific department, such as Finance or Energy, and have similar executive functions to the Prime Minister.

First, they try to ensure that their departments run as efficiently as possible. Second, they provide recommendations and advice to the Prime Minister on legislative changes. This is mostly to do with their own departments, but may also deal with major national issues which go beyond the concern of any single department.

The second major source of executive assistance for the Prime Minister, and for the Cabinet as well, is the senior civil service. To appreciate the importance of civil servants, it is essential to understand that neither the Prime Minister nor his Cabinet are necessarily experts in any particular aspect of government, including the departments for which they may be responsible. Certainly, the Prime Minister, who must accept responsibility for all the actions of his government, cannot be expected to know the ins and outs of every department.

To provide the expert knowledge and information which the political executive needs to function effectively, there are three important groups of civil servants.

The first of these groups is the deputy ministers. Each government department headed by a cabinet minister has a deputy minister. He or she is an appointed civil servant, responsible for the day-to-day

operations of the department. Usually, these are people with excellent educational backgrounds and long experience, if not in that particular department, at least somewhere in the civil service. In theory, these senior civil servants are not policy makers, but are administrators who put into effect the policies set up by the government. In practice, their knowledge and experience give them considerable influence on the formation of policy.

In addition to the deputy ministers, there are two groups of civil servants whose sole function is to assist the Prime Minister and his Cabinet. The first of these is the Privy Council Office (PCO). This is a group of administrators, secretaries and clerks attached directly to the Privy Council, or Cabinet. Numbering well over 200 people, the PCO keeps records, does research, provides data and generally forms a link between the Cabinet and the regular civil service.

The second group, known as the Prime Minister's Office (PMO), is smaller (70 to 80 people), but it serves one person – the Prime Minister. Technically, the PMO has no legal basis for existence. However, as the Prime Minister's job has become more complex, the PMO has simply grown out of need. Today it includes special assistants for such things as press liaison, appointments, research, correspondence, numerous clerks and stenographers, and several senior advisers of considerable power.

Civil Service Power

Finally, there is an old issue. For

many years, observers both inside and outside government have commented on the growing power of the senior civil service. One critic has identified three aspects of this problem.

First, the expert knowledge of senior officials often overwhelms cabinet ministers. This causes them to become so dependent on their deputies that real decision-making slips out of their hands. Second, the growth in power of the PCO to control the flow of information and decisions between the Cabinet and the regular civil service has reduced the overall decision-making ability of the Cabinet. Finally, the PMO, by creating a buffer of civil servants between the Prime Minister and his cabinet colleagues, has reduced their contact with and influence upon him.

On the surface, the current status of the federal executive presents an almost frightening picture of great, and ever-increasing power becoming concentrated in ever fewer hands. However, in the final analysis, there is one absolute and unavoidable limit to executive power in Canada – Parliament, and through it, the Canadian people themselves.

Any government, no matter how powerful, must eventually face the people, and, if they see it as incompetent or arrogant, they can put another party into power. When that happens, the Prime Minister, his Cabinet, and many of the senior civil servants, will be gone. Their executive power will be removed, and a new executive will be given its chance to do better.¹

¹ R/L Taylor Publishing Consultants Ltd. for the text from *Canada and the World* Backgrounder "Government," November 1979, pp 10 – 11. Reprinted by permission of *Canada and the World* magazine, Waterloo, Ontario.

1. Draw an organization chart to illustrate the flow of executive power from the prime minister to the cabinet, Privy Council Office, Prime Minister's Office, and senior civil service.

2. Why is the power of the senior civil service increasing? How is this a threat to the principle of representative government?

3. Should the performance of senior civil servants be publicly reviewed in order to make them responsible to the electorate? Explain your position.

Check your answers by turning to the Appendix, Section 3: Enrichment.

Conclusion

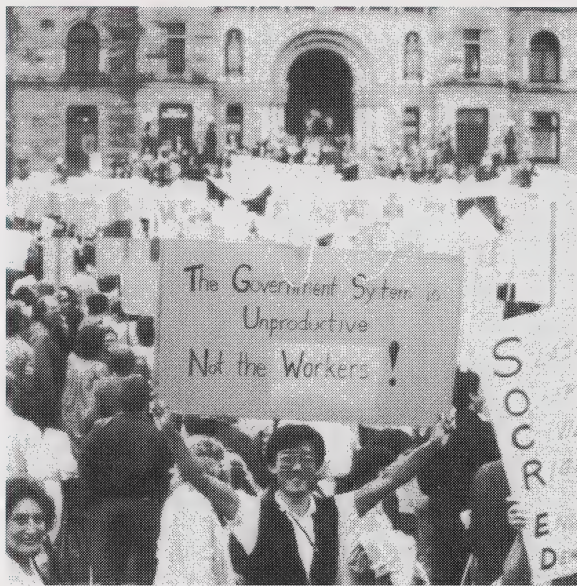
In this section you have learned about democratic theory and democracy in practice in both Canada and the United States. You have studied the ways in which political power is achieved, exercised, and maintained through formal and informal arrangements alike.

Assignment
Booklet

ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.

Individuals and the Future of Democracy



WESTFILE INC.

As you approach your final year of high school, you may likely reach your eighteenth birthday. Turning eighteen may be important to you for a variety of reasons. One advantage that you may have not thought much about is becoming the legal age to vote. This will allow you to participate in the political process. If the government does not meet with your expectations, you can vote for another political party and hope that it forms the next government. Voting is only one way you can participate in the political process. How else can you let the government know what you think of the decisions that it makes? There are many alternatives including such things as signing petitions, writing letters, and even joining protest marches. In a democratic system, there are a variety of peaceful ways in which you could indicate your concerns to those governing the country.

In political and economic systems, the role played by individuals is determined by ideology. A democratic ideology encourages individual participation because the role of government is to serve individuals. Societies that emphasize group welfare give individuals little or no opportunity to participate. Political and economic systems face many challenges in the future.

In this section you will

- examine the role of the individual in democracy
- explore an example of Canada's democracy meeting new issues and challenges

Activity 1: The Individual and Democracy

Democracy, with its ideology of individual freedom, encourages individuals to play a major role in the political system. This role provides individuals with a way to influence decision making in their self-interest. But democratic citizenship includes respect for others and concern for the welfare of the community.

In a democracy, individuals may choose to participate in political processes to a lesser or greater degree. They may, in fact, choose not to participate at all. Many people believe that this weakens democracy – that democracy can survive only when people are interested, informed, and involved.

How does an individual get involved in the political system? It begins with having an interest in politics and by becoming informed on important issues.

The simplest level of involvement is to write. If an issue is of particular concern, you can write to your Member of Parliament, members of the cabinet, or the prime minister. Correspondence from voters provides a useful source of information for politicians about what policies voters will support at election time.

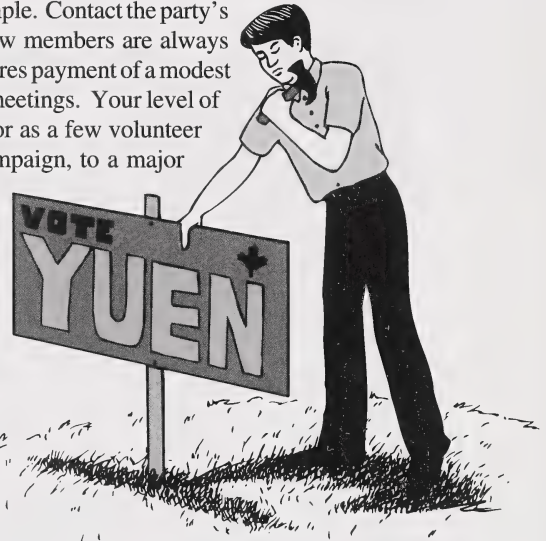


A greater and more effective way to get involved is through an interest group. Whether it's a temporary group with a single, short-term goal or a permanent and influential lobbying force, an interest group encourages active participation in the political process.

Individuals have the most significant impact on the course of government through political parties. It is through parties that power is achieved and exercised.

Joining a political party is simple. Contact the party's local riding association. New members are always welcome. Membership requires payment of a modest fee and attendance of a few meetings. Your level of involvement may be as minor as a few volunteer hours during an election campaign, to a major role on the executive and policy setting committees.

Democracy is built on the participation of individuals in the political process. Although not all individuals do participate, citizenship in a democracy guarantees this individual right.



Democratic processes ensure rights and freedoms. But democracy is not only concerned with rights and freedom. Citizenship involves responsibilities – legal and moral.

Laws and the legal system protect rights and freedom. However, the spirit of democracy requires that one individual's freedom ends where another's begins. A citizen has the right to privacy but must not infringe on the privacy of others. Freedom of association and assembly is enjoyed but only if peace is kept. Citizens have freedom of speech, but it is limited by laws forbidding libel and slander.

Legal responsibilities are not only a matter of what should not be done, but also of what should be done. We must pay taxes – both direct and indirect. Service in the armed forces may be required. Jury duty and giving evidence in court are legal responsibilities too.

Democracy recognizes the right of individuals to their personal values and beliefs. Therefore, citizens are encouraged to fulfil their moral, as well as legal, responsibilities. These range from volunteer work at a hospital to coaching sports in the community, to serving as national chairman of a charitable organization.

A Canadian individual has rights and freedoms which allow for the pursuit of individual interests, but responsibility constrains the individual from endangering the welfare of the community. Democracy emphasizes the importance of the individual in political processes. Democracy can exist only where individual political rights and minority rights are protected because the guarantee of these rights ensures that political power ultimately is in the hands of the people.

1. Identify four ways an individual can get involved in the Canadian political system.

- _____

- _____

- _____

- _____

2. What is the difference between a legal responsibility and a moral responsibility?

Check your answers by turning to the Appendix, Section 4: Activity 1.

Activity 2: The Future of Democracy

What is the future of democracy? Your study of ideology showed you the ideals democracy hopes to reach. Your study also revealed a gap between democratic theory and practices. This is the challenge – to ensure democracy strives for its ideals and closes the gap between the ideal and the real.

The Canadian political system, then, must be ready and able to confront new issues and ideas that challenge traditional political and economic beliefs and practices.

An example that clearly illustrates the need for change in adaptation comes from the increasing political role of Canada's Supreme Court. This important political role should help us confront the issues and challenges of the twenty-first century.

The Judges Will Decide

Some concerns have been expressed that our new Constitution puts a lot of power into the hands of non-elected judges.

Lawyer Errol Townshend looks at the issue.

A phrase in the British North America Act has guided the nation's judges like a beacon on a dark night. The phrase says that the federal Parliament has the power to enact laws for the "peace, order and good government of Canada." Our courts have always seen this ideal as the most important one expressed in the Constitution. No high premium has ever been placed on "liberty" or "the pursuit of happiness."

So, the Supreme Court of Canada has tended to take the view that Parliament is supreme; it could pass whatever laws it saw fit. The Court did not become concerned if a piece of legislation caused an injustice to individual Canadians.

In 1945, the government decided to strip 10,000 Canadians of Japanese descent of their citizenship and send them to Japan. The Supreme Court offered no criticism.

The Indian Act said an Indian woman who married a non-Indian forfeited her aboriginal rights. In 1973, the Supreme Court upheld this principle, even though it did not apply to Indian men who married outside their race.

This lack of concern for individual rights led to pressure for a Charter of Rights and Freedoms. The Charter was seen as a way of protecting the individual from the power of the state.

Since the Charter came into force there have been reams of commentaries saying that a radical change has occurred. Power has supposedly been taken out of the hands of elected politicians and placed in the hands of unelected judges who, once appointed, cannot be removed except for misbehaviour.

It is true that considerable power has passed out of the hands of the politicians. But it is perhaps wishful thinking to believe that politicians, who drew up the Charter,

would have dealt themselves out of the game. It's more accurate to say that, on paper, power is now shared by the politicians and the judges.

The politicians still have the power to amend the constitution. And changes will be made if the courts begin to hand down decisions which take society down a path the politicians dislike. The politicians also have the power to pass laws which override certain sections of the Charter for periods of five years at a time. Recent attempts by the British Columbia legislature to turn back the tide of human rights advances show that it doesn't take all that much nerve to pass laws overriding the Charter. Whether the politicians use these two powers or not, the fact remains that they enable our elected representatives to retain ultimate responsibility and control.

The Charter itself has a common-sense, built-in brake on the courts. This will stop them from granting individuals a variety of new rights at the expense of society as a whole, as some critics suggest the U.S. Supreme Court has done. The very first clause of the Charter points out that the rights and freedoms are guaranteed "subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society." So, it will be up to the courts to decide whether the limits placed on a person's rights and freedoms fall within that restriction. And, what these limits are will be determined, at least in part, by the experience of what the society has accepted as reasonable in the past.

Among the issues which the nation's top court is likely to be asked to rule on soon will be controversial ones such as: abortion, pornography and censorship, drunk driving, affirmative action, Sunday

closing laws, language rights. A quick glance at this list, the limitations on the court's power under the Charter, and the traditional conservatism of the courts, raises the chilling question that seems to have been largely ignored in the debate: will it really be the elected politicians or the appointed judges who will most influence the direction our society takes during the remainder of this century? Or, will it be the media?

It's often forgotten that judges, like politicians, are human beings subject to the influences of the society in which they live. By their training and experience they are required to act with fairness and they do not have to worry about whether the voters will re-elect them the next time around. But they do not operate in a vacuum. The law is not static; it is subject to the influences and pressures in society. The courts, sometimes too slowly for the public's liking, reflect these influences and pressures. The courts are sensitive to criticism. They are careful not to be seen to be giving in to every momentary whim or fad, as politicians often do. However, they cannot remain indifferent to public attitudes on issues such as prostitution, drunk driving, women's rights, and child abuse.

So, as the courts move out of their pre-Charter straitjacket into the freedom of helping to shape the great issues of the day, it will matter more than ever what kind of environment they operate in. To a very large extent that environment is shaped by the communications media in its widest sense – newspapers, magazines, radio, TV, books, videos, films. These have long since replaced the church as the shapers of public attitudes and values in modern Canada. Politicians spend hours studying the latest polls, trying to find ways to ride the highest public opinion wave. They organize their election campaigns and their agenda for governing with both eyes fixed firmly on what the people are thinking and what the media are saying.

The media – the editors, producers,

owners, reporters – like the judges are unelected. The media, far more than the courts, respond to the demands of the marketplace. They have to sell their products to stay in business. Sometimes, this can mean appealing to the lowest common denominator in taste, or starting a fad, or running with one.

Frequently, the fad may have its origins outside Canada. Pornography from the United States is just one example. Much of the sexually-explicit material sold openly and legally in Canada today would have contravened the definition of obscenity 25 years ago. But the magazines and films coming into Canada have changed attitudes and standards as their content has become more explicit. The application of the law has changed to reflect this. So, a value or standard in Canada has been changed entirely by the influence of the media of another country.

Another popular fad is the current clamour among the media and the public for a return to capital punishment. It's likely the Supreme Court will one day rule on this issue. It will have to decide whether or not the death penalty is "cruel and unusual punishment", something the Charter guarantees each of us freedom from.

There is no question that judges are going to play a bigger role in defining the limits of the individual's rights. For example, there are major gaps in the Charter's coverage of the powers of police in the pre-trial interrogation of suspects. The Charter does not protect property rights.

It may or may not be a blessing that our courts will have more than 200 years of U.S. legal experience to guide them. They will also have evidence of where this experience has led a society. Already some of the shortcomings of U.S. lawmaking have helped. For example, Canadian judges may have to be less creative and political than their U.S. counterparts in determining what is free speech. The Charter refers to "freedom of expression," a much wider expression

than “freedom of speech” which has forced U.S. judges into stretching all meaning out of a word.

Canadians fearing that unelected judges will turn the country into a replica of the U.S. can sleep easily. Very different influences have shaped Canada: compromise and consensus rather than conflict; practical needs over lofty ideals. The various social, political and economic values that Canadians have seen as priorities over the years are not going to disappear just because we have a Charter of Rights and Freedoms. They will still be guideposts.

Amid all the excitement and expectancy of the new era which the

Charter is supposed to usher in let it not be forgotten that Canada’s constitution isn’t really all that new. It still harkens to a constitution similar to that of the Mother Country whose apron strings we were supposed to have cut. The federal government is still empowered to make laws for the “peace, order and good government of Canada”. The Queen is still the head of state.

As we move towards the 21st century the dusty old document still speaks wistfully, nostalgically, of “promoting the interest of the British Empire.” We may be marching bravely to a new dawn, but the sun does not appear to have yet set on that once faraway horizon.¹

-
-
1. Give two examples of the Supreme Court showing a lack of concern for individual rights.

2. What important constitutional powers were retained by politicians when they wrote the Charter of Rights and Freedoms?

¹ R/L Taylor Publishing Consultants Ltd. for the text from *Canada and the World* “The Judiciary: The Judges Will Decide,” December 1984. Reprinted by permission of *Canada and the World* magazine, Waterloo, Ontario.

3. What factor should encourage the Supreme Court to take a “common sense” approach to granting new rights to Canadians?

4. What role might the media take in shaping Canada’s new political environment?

5. How does Canada’s political heritage differ from that of the United States?

Check your answers by turning to the Appendix, Section 4: Activity 2.

Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts, it is recommended that you do the Enrichment.

Extra Help

Match the following terms with the definitions by placing the letters in the appropriate places.

- | | |
|-----------------------------------|---------------------|
| a. Charter of Rights and Freedoms | f. human rights |
| b. collectivism | g. individualism |
| c. consensus | h. justice |
| d. constitution | i. minority rights |
| e. economic rights | j. political rights |

- _____ 1. agreement of opinion on the part of all concerned
- _____ 2. basic rights that should be enjoyed by all humans
- _____ 3. fair and impartial treatment of others
- _____ 4. guarantee of the individual's right to participate freely in the political system
- _____ 5. the statement of the rules by which a country is to be governed
- _____ 6. an ideology based on the primacy of the welfare of the group
- _____ 7. guarantee of the individual's right to freely participate in the economic system
- _____ 8. an ideology based on the primacy of individual freedom
- _____ 9. guarantee of the individuality of minority groups in a democracy
- _____ 10. Canada's constitutional guarantee of economic, minority, and political rights

Check your answers by turning to the Appendix, Section 4: Extra Help.

Enrichment

Identify a current political issue in your community or on the provincial or national level. Research the issue and determine your own position on it. Write a letter to the editor of your newspaper or to your elected representative stating your position, the reasons for your position, and recommending a course of action.

The issue must be clearly understood and described. You should state why there is an injustice or a danger involved. You should say why you are concerned.

Then you should proceed with the steps outlined. You should clearly identify to whom the letter is addressed as a letter to the editor would be somewhat different than a statement to an elected official. Your position should be fully described and supported. Finally, your solution should be presented in terms of changes you see as the answer to the situation.

Check your answers by turning to the Appendix, Section 4: Enrichment.

Conclusion

In this section you have studied the role of the individual in democracy. You have seen the challenge to the Canadian political system posed by the new, written constitution.

Assignment
Booklet

ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.

MODULE SUMMARY

In this module you have been introduced to political and economic systems. You have seen how ideology shapes the type of political and economic systems used throughout the contemporary world.

This module focused on democracy in both theory and practice. You have seen how democracies may differ between theory and practice and between practices from one country to another.


You have seen the important role played by individuals in democracy and seen the need for democracy to grow and adapt in an ever-changing world.

Assignment
Booklet

FINAL MODULE ASSIGNMENT

Turn to your Assignment Booklet and do the final assignment for this module.

Appendix

	Glossary
	Diploma Examination Information
	Activities
	Extra Help
	Enrichment

Glossary

Absolutism

- government by an individual or small group that governs without consulting the ordinary citizen

Aggregation

- bringing together

Cabinet solidarity

- the support given by all members of the cabinet for decisions reached by the cabinet

Civil service

- government employees

Collectivism

- an ideology based on the primacy of collective welfare

Congress

- the American legislative branch composed of the House of Representatives and the Senate

Conservatism

- an ideology that resists change, preferring to maintain existing economic, political, and social arrangements

Constitution

- a written or unwritten statement of the rules by which a country is to be governed

Democracy

- a political system based on political freedom

Dictatorship

- government by an individual or small group where the people are excluded from political power

Direct democracy

- a political system in which voters vote directly on all public issues

Dissent

- express a viewpoint opposing the prevailing or official viewpoint

Executive power

- the power to administer or enforce laws

Federal system

- a system of government that consists of more than one level of government (central plus provincial or state governments)

Ideology

- a set of beliefs and values that provides a fairly thorough perception of the world that is accepted by a group of people

Individualism

- an ideology based on the primacy of individual freedom

Indoctrination

- teaching a set doctrine, ideology, or opinion

Interest groups	<ul style="list-style-type: none">• groups of people that come together to influence government decision making on specific public issues
Judicial power	<ul style="list-style-type: none">• the power to interpret laws
Legislative power	<ul style="list-style-type: none">• the power to make laws
Liberalism	<ul style="list-style-type: none">• an ideology that encourages change in existing economic, political, and social arrangements
Lobbying	<ul style="list-style-type: none">• the process by which interest groups attempt to influence government decision making
Party discipline	<ul style="list-style-type: none">• disciplinary actions taken to ensure that all cabinet members support government policy
Power	<ul style="list-style-type: none">• control, influence, or ascendancy <p>Political power is the currency of a political system.</p>
Private enterprise	<ul style="list-style-type: none">• an economic system based on individual freedom
Propaganda	<ul style="list-style-type: none">• a means of spreading a doctrine or information by using misleading methods
Public enterprise	<ul style="list-style-type: none">• an economic system based on government control
Representative democracy	<ul style="list-style-type: none">• a system of government in which voters elect representatives who vote on public issues
Tyranny of the majority	<ul style="list-style-type: none">• majority rule without respect for minority rights
Unitary government	<ul style="list-style-type: none">• a system of government with only one level or body

Diploma Examination General Information

Description of the Examination

Content

The Social Studies 30 Diploma Examination is based on the Revised May 1993 Social Studies *Program of Studies*. All examination questions are based on the content of the two topics prescribed for Social Studies 30: Topic A, Political and Economic Systems, and Topic B, Global Interaction in the 20th Century.

The diploma examination assesses achievement of the objectives related to knowledge (generalizations, key understandings, concepts, and related facts and content) and skills (process and communication skills, critical and creative thinking goals). The examination does **not** directly assess achievement of the objectives related to attitude development and to most participation skills. Evaluation of these objectives should be included in the school-awarded mark.

General Format

Total Examination

The examination consists of two parts:

Part A: Multiple-Choice Questions

– 70 questions worth 70% of the total examination mark (70 marks)

Part B: Written-Response Assignment

– one essay worth 30% of the total examination mark (30 marks)

The examination is written in one sitting of $2\frac{1}{2}$ hours.

Part A: Multiple-Choice Questions

Questions are based on the generalizations, key understandings, concepts, and related facts from Topic A and Topic B. Students are required to recall and to apply their knowledge of content by interpreting, analysing, synthesizing, and evaluating information presented in a variety of questions. Each multiple-choice question evaluates both knowledge and skill objectives.

Part B: Written-Response Assignment

Students are required to write **one** complete and unified essay on an issue related to the content of the Social Studies 30 program. The examination provides two essay questions – one from Topic A and one from Topic B. Students are required to select **one** of the two topics.

Blueprint

Social Studies 30 Diploma Examination

Part A: Multiple Choice (70% of Examination Mark)

Questions on the diploma examination require students to demonstrate knowledge of social studies content and to apply social studies skills to that knowledge base. The reporting categories below define the general types of questions on the examination and the categories for which information will be reported.

Question Classification by Knowledge and Skill Objectives	Question Classification By Topic		
	Topic A: Political and Economic Systems	Topic B: Global Interaction in the 20th Century	
Comprehension of Information and Ideas These questions require students to demonstrate their knowledge and understanding of generalizations, key concepts, and facts related to social studies content.	Examination questions require knowledge and application of facts, concepts, generalizations, and key understandings related to the world's political and economic systems in theory and in practice as outlined in the <i>Program of Studies</i> . Organizing concepts such as <ul style="list-style-type: none"> • democracy • dictatorship • mixed economy • private enterprise economy • public enterprise economy will be reflected in examination questions.	Examination questions require knowledge and application of facts, concepts, generalizations, and key understandings related to the interaction among nations since the First World War as outlined in the <i>Program of Studies</i> . Organizing concepts such as <ul style="list-style-type: none"> • nationalism • balance of power • confrontation • co-operation • internationalism will be reflected in examination questions.	23 – 24
Interpretation and Analysis of Information and Ideas These questions require students to demonstrate and apply their knowledge of social studies content by interpreting and analysing information and ideas.	11 – 12	11 – 12	23 – 24
Synthesis and Evaluation of Information and Ideas These questions require students to demonstrate and apply their knowledge of social studies content by synthesizing information and ideas and evaluating their accuracy and worth.	11 – 12	11 – 12	23 – 24
Number of Questions	35	35	70

Blueprint

Social Studies 30 Diploma Examination

Part B: Written Response (30% of Examination Mark)

Description of the Writing Assignment	Reporting Category	Marks Allotted
<p>Students are expected to demonstrate an understanding of the issue under discussion and rationally defend a position on that issue through the application of supportive evidence. Arguments will be persuasive and show evidence of logical thought. Students are expected to make use of critical and creative thinking skills to demonstrate complexity and independence of thought.</p>	<p>1. Exploration of the Issue</p> <p>Students explore the issue by demonstrating an understanding of its significance and complexity.</p>	5
	<p>2. Defence of Position</p> <p>Students take and defend a position on the issue by developing and organizing logical and persuasive arguments.</p>	10
	<p>3. Quality of Examples</p> <p>Students will select, accurately develop, and apply relevant social studies examples to support their position.</p>	10
	<p>4. Quality of Language and Expression</p> <p>Students communicate clearly and effectively, demonstrating control of syntax, mechanics, conventions, and vocabulary, including social studies terminology.</p>	5
Total		30

Advice to Students on Writing the Essay Assignment

During a number of marking sessions, we have asked participating teachers to submit tips or advice that they would give to their students on writing the essay assignment. The following points represent a summary of some of the responses to that request.

- Read the essay topics before you begin the multiple-choice section.
- Select the topic about which you are most knowledgeable, not the one you think is the easiest or hardest to complete.
- When answering the multiple-choice questions, make a mental note of those questions that contain information or ideas that may relate to the essay topic you have chosen.
- After answering the multiple-choice questions, reread the essay topic and preamble very carefully.
- Plan your essay:
 - Develop a clear thesis statement on the issue.
 - Order your main points and evidence in a logical fashion so that the reader will be convinced that your position is the “best” one.
 - Discuss the significance and complexity of the issue.
- You may not have time to write a rough draft.
- Make sure that each sentence in your essay contributes to the development of your argument and is related to your position on the issue.
- Select and organize your arguments, ideas, and examples (evidence) in a way that you feel will **best** support your position on the issue. Current events can and should be used where appropriate.
- Budget your time. Allow a few minutes to proofread your finished work.
- Remember that your essay will be marked for
 - thoughtfulness and consistency of argument and position
 - evidence that you know and understand the complexity and significance of the issue
 - relevant and accurate supporting information
- Social studies concepts and jargon learned throughout the course need to be included in your composition and should be used appropriately.

Scoring Guide and Requirements to Consider When Scoring the Dimensions of the Essay Assignment

Scoring Guide: Topics A and B

1. Exploration of the Issue (5 marks)

Students explore the issue by demonstrating an understanding of its significance and complexity.

Requirements for this Scoring Dimension

a. Understanding of the depth and breadth of the issue

- Does the writer demonstrate an understanding of the issue?

b. Thoughtfulness

- Does the writer recognize the importance of the issue and its significance in an historical and/or contemporary context?
- Is the writer aware of the complexity of the issue?
- Does the writer establish an appropriate and meaningful context for the position taken?

Scoring Guide: Topics A and B**1. Exploration of the Issue (5 marks)**

Score	Scoring Descriptors
5 Excellent	The exploration of the issue is insightful and mature. A perceptive discussion of the significance of the issue and its complexity is comprehensively developed. The context established reflects a thorough understanding and internalized appreciation of the issue.
4 Proficient	The exploration of the issue is clear and adept. A competent discussion of the significance of the issue and its complexity is capably developed. The context established reflects a sound understanding of the issue.
3 Satisfactory	The exploration of the issue is straightforward and conventional. An adequate but often generalized discussion of the significance of the issue and its complexity is developed. The context established reflects an understanding of the issue that is generally clear.
2 Limited	The exploration of the issue is incomplete or lacks elaboration. The discussion of the significance of the issue and its complexity is superficial and lacks development. The context established may be difficult to discern, indicating a vague or confused understanding of the issue.
1 Poor	The exploration of the issue is minimal. Discussion of the significance of the issue and its complexity is disjointed, inaccurate, or extremely vague. The context established is difficult or impossible to determine, indicating a minimal understanding of the issue.
Ins	Insufficient is a special category. It is not an indicator of quality. It should be assigned to papers that do not contain a discernible attempt to address the issue presented in the assignment or that are too brief to assess in this or any other scoring category.

Scoring Guide: Topics A and B**2. Defence of Position (10 marks)**

Students take and defend a position on the issue by developing and organizing logical and persuasive arguments.

Requirements for this Scoring Dimension**a. Evidence of a Position**

- Does the writer present a clear position with respect to the issue assigned?
- Does the writer deal consistently with the issue under discussion?

b. Logic and Persuasiveness

- Does the writer select appropriate evidence to defend the position taken?
- Does the writer draw a relationship between the evidence selected and the position taken?
- Does the writer apply well-chosen and relevant historical or contemporary knowledge to develop and support the position taken rather than reiterate memorized information and facts in the apparent hope that such facts might support a position?
- Does the writer base arguments on reason, conviction, and scholarship rather than on uninformed belief, unsupported assertions, or both?
- Does the writer base arguments on valid assumptions and premises that support the credibility of the conclusions?
- What depth of analysis and elaboration does the writer demonstrate?
- Does the writer organize related arguments?
- Does the writer develop the essay logically and coherently? Has the writer avoided irrelevancies, digressions, and redundancies?

Scoring Guide: Topics A and B**2. Defence of Position (10 marks)**

Score	Scoring Descriptors
5 Excellent	The defence of position is based on well-considered, convincing, and logical arguments. The evidence chosen is deliberate and judicious, serving to support and develop the position taken. A strong relationship between the evidence chosen and the position taken is established and maintained throughout. The arguments presented are consistent and forceful, demonstrating maturity, insight, and/or originality. The content is ordered and controlled in such a way as to reinforce the writer's arguments.
4 Proficient	The defence of position is based on sound arguments. The evidence chosen is appropriate, serving to support and develop the position taken. There is a clear relationship between the evidence chosen and the position taken. The arguments presented are logical and competently developed. The content is ordered in such a way that the writer's arguments are clearly discernible.
3 Satisfactory	The defence of position is based on one or more adequate arguments. The evidence chosen adequately supports and develops the position taken. The relationship between the evidence chosen and the position taken is generally established. While the arguments are generally sound, they may lack in persuasiveness and consistency. The content is ordered in such a way that the writer's arguments are generally clear and identifiable.
2 Limited	The defence of position is based on simple assertions rather than on development of supportive ideas. The evidence may be related to the issue but unrelated to the position taken, or the relationship between the evidence selected and the position taken may be hard to determine. If arguments are presented, they are repetitive, unspecific, contradictory, simplistic, or based on uninformed belief. The content is ordered in such a way that the writer's arguments are contradictory, vague, or redundant.
1 Poor	The defence of position is weak; i.e., the position taken is hard to determine or little or no attempt is made to defend it. The evidence chosen may be inappropriate for the position taken. There is little or no relationship drawn between the evidence chosen and the position taken. The content is disorganized and leaves in doubt the writer's arguments.

Scoring Guide: Topics A and B**3. Quality of Examples (10 marks)**

Students select, accurately develop, and apply relevant social studies examples to support their position.

Requirements for this Scoring Dimension**a. Accuracy**

- How verifiable or factually accurate is the information in the selected examples?
- Does the information presented reflect perceptions of reality that can be supported?

b. Comprehensiveness

- What breadth or depth of understanding does the writer demonstrate by developing specific examples or applying a range of relevant examples?
- Does the writer use the information in the examples to qualify judgments, form hypotheses, or speculate about the unknown?

Note: Examples from social studies content may be historical and/or contemporary and may be drawn from the study of Canada and/or other nations. Students are encouraged to refer to current events when appropriate.

Scoring Guide: Topics A and B**3. Quality of Examples (10 marks)**

Score	Scoring Descriptors
5 Excellent	The selected examples are comprehensive and specific, revealing a mature and insightful understanding of content and its application to the assigned issue. The examples are relevant and accurate, and are chosen deliberately, demonstrating a sophisticated knowledge of social studies content.
4 Proficient	The selected examples are purposeful and usually specific, revealing a competent understanding of content and its application to the assigned issue. The examples are relevant and accurate, indicating a solid grasp of social studies content.
3 Satisfactory	The selected examples are largely conventional, revealing an adequate understanding of content and its application to the assigned issue. The examples are relevant but may contain some minor factual errors, or there may be a mixture of relevant and extraneous information. Understanding of social studies content is generalized rather than specific.
2 Limited	The selected examples are unfocused or inappropriate, revealing a vague understanding of content and its application to the assigned issue. The examples are potentially relevant but contain inaccuracies or extraneous detail. Understanding of social studies content demonstrates confusion or oversimplification.
1 Poor	The selected examples are either so scant, overgeneralized, or inaccurate that they indicate a poor or almost complete lack of understanding of content and its application to the assigned issue. The examples contain major and revealing errors, indicating a minimal understanding of social studies content.

Scoring Guide: Topics A and B**4. Quality of Language and Expression (5 marks)**

Students communicate clearly and effectively, demonstrating control of syntax, mechanics, conventions, and vocabulary, including appropriate social studies terminology.

Requirements for This Scoring Dimension**a. Syntax and Vocabulary**

- Does the writer use correct, appropriate, and effective syntax and vocabulary? (“Syntax” is the way in which words are strung together to form phrases, clauses, and sentences. “Vocabulary” is the collection of words used, including social studies terminology.)

b. Conventions

- Does the writer use correct or appropriate grammar, spelling, capitalization, and punctuation?

Note: When marking this dimension, markers should consider the effectiveness of the total impression created by the writer. Proportion of error to the complexity and length of the response must also be considered when marking this dimension.

Score	Scoring Descriptors
5 Excellent	The writing is skillfully structured and fluent. Vocabulary is appropriate and effective. Syntax is controlled and varied. The relative absence of error is impressive under the circumstances, and minor errors do not detract from the clarity or effectiveness of communication.
4 Proficient	The writing is clear and generally fluent. Vocabulary is appropriate and specific. Syntax is controlled. Minor errors do not reduce the clarity of communication.
3 Satisfactory	The writing is clear. Vocabulary is adequate but tends to be general rather than specific. Syntax is generally straightforward. Despite minor errors, the student demonstrates control of conventions.
2 Limited	The writing may be unclear and/or ineffective. Vocabulary is inappropriate and/or imprecise. Syntax is immature and/or awkward. Errors indicate a lack of control of conventions.
1 Poor	The writing is frequently unclear and not fluent. Vocabulary is frequently inaccurate. Syntax is confused and uncontrolled. Frequent errors impede communication.

Suggested Answers

Section 1: Activity 1

An ideology is a set of beliefs and values that provides a fairly thorough perception of the world and is accepted by a group of people.

Section 1: Activity 2

1. A continuum or spectrum is a linear model that shows how ideologies relate to each other.
2. Ideology explains and justifies political and economic systems.
3. The five positions are
 - extreme left – favours rapid, often violent change
 - left – favours change
 - centre – favours moderate change
 - right – resists change unless it's necessary and gradual
 - extreme right – if necessary uses violence to resist change; prefers the “old ways”
4. Revolutionary – someone who supports rapid, violent change
Counterrevolutionary – someone who uses force to resist revolutionary change
Radical – someone who supports extreme or revolutionary change
Reactionary – someone who supports a return to former conditions
5. An individualist supports individual freedom to act and achieve in competition with others.
Interventionists support government intervention in the marketplace to guarantee equality.

Section 1: Follow-up Activities

Extra Help

As you learned when studying continuums, the far end points are ideals and in reality most people's attitudes would fit somewhere in between. It is natural that individuals would feel more strongly about certain issues than others.

Scoring:

For **odd-numbered** statements, score 0 for each A, 1 for each B, 2 for each C, and 3 for each D.
For **even-numbered** statements, score 3 for each A, 2 for each B, 1 for each C, and 0 for each D.

The highest score you could get is 75; the lowest, 0. Someone who stands in the political centre would likely score between 30 and 45. A score of 45 and up means you are more likely to agree with the New Right. In other words, people who belong to the New Right would tend to agree with the even-numbered statements and tend to disagree with the odd-numbered ones.

Enrichment

1.
 - a. The parties to the left are in a state of decline and are losing public support to other political parties.
 - b. A similar trend is occurring in other countries of the world such as the Scandinavian countries, Western European countries, Australia, New Zealand, and Britain.
2. It should be interesting to see how consistent the editorials are, or if there are variations in position among the editorial writers. You should distinguish points that clearly indicate a left, right, or centre position.

Section 2: Activity 1

1. Hobbes believes human beings are self-centred, violent, and stupid. Left on their own, they will be destructive and uncooperative.
2. Dictatorship is justified because only through strict government control can human beings reach their potential in a productive society.
3. Locke believes human beings are intelligent, rational, and responsible. Human beings are capable of creating cooperative, productive societies.
4. Democracy is justified because human beings are free by nature, and they are capable of governing themselves.
5. The veto gave the King too much power, and he resisted changes that would help the lower classes at the expense of the upper classes.
6. They wanted the King to keep his power because he used it to their benefit.
7. The “old” comes from wanting to maintain the “old ways,” and the “guard” comes from their position of “guarding” the old ways against change.

Section 2: Activity 2

1. Dictatorships strive for control, and they resist all forms of opposition. Coercion is a more effective way of forcing people to comply with the government.
2. Coercion requires the active support of the police and the military. They become the means by which the government controls the people. Secret police become necessary to spy on citizens and the police and military too. The police and military become directly responsible to the government. In a democracy, the police and military are servants of the people, and they must act within the law.

3. Indoctrination and propaganda are used to control what information citizens get. They are aimed at achieving some popular support for the dictatorship.
4. The government is trying to “smooth over” its use of coercion. It is trying to get some positive public relations for the military who crushed the student demonstrations for democracy.
5. Rule of law means that no one is above the law. A leader cannot ignore democratic processes to reach even an apparently reasonable end. The rules of democracy should not be suspended because this provides an opening for corrupt leadership. A constitution clearly sets out the rules governing a democracy, and it provides checks on the powers of government.
6. Government is very powerful even in a democracy. Although fellow citizens may infringe upon an individual’s rights and freedoms, it is government that is in the best position to abuse its considerable powers.
7. The American Constitution guarantees the political freedom of individuals by protecting their “inalienable rights” and by limiting the power of government. The Canadian Constitution divides power between the provincial and federal governments and guarantees the political rights of individuals through the Canadian Charter of Rights and Freedoms.
8.
 - a. The economy must be controlled because this is the system that provides a society’s basic needs and its economic power.
 - b. The media must be controlled so that the government can use it for indoctrination, propaganda, and to keep out opposing ideas or information that portrays the government in a negative way.
 - c. The military must be controlled because it is used by government to destroy opposition, coerce citizens, and, if the military wanted to, it has the means (force) to remove the government.
 - d. Education must be controlled so that the government can use indoctrination in schools and keep students from being exposed to opposing viewpoints.
 - e. Political activity must be controlled to keep out opposition viewpoints and to build a base of popular support for the government.
9. Decentralization is essential because democracy is built on the principle of rule by the citizens.
10. Centralization is essential because for a dictatorship to be successful, power must be controlled by one or a few people.

Section 2: Follow-up Activities

Extra Help

- | | | |
|------|-------|-------|
| 1. n | 6. l | 11. f |
| 2. j | 7. b | 12. g |
| 3. h | 8. c | 13. d |
| 4. i | 9. a | 14. k |
| 5. e | 10. m | 15. o |

Enrichment

1.
 - a. It depends on the country that the economic sanctions are imposed against as to how effective such a measure is. In the case of Angola where the rebel leader has diamond mines and oil deposits, he can easily continue to fund a war.
 - b. The millions of poor people suffer the most from economic sanctions rather than the military or rich elite a country may have. This can be shown by using Haiti as an example. The gross national product, life expectancy, and literacy rate in Haiti are all lower than in the Dominican Republic, which is a country that shares the island of Hispaniola with Haiti.
 - c. Answers will vary here. Some possible answers could be continued diplomacy and negotiation and other such measures.
2. It should be interesting to see what news you can find of changes that update the situation in either Angola or Haiti. The more newspapers and magazines you have access to will increase the amount of information you will find. If you don't have these resources in your home, look for copies in your local library.

Section 3: Activity 1

Democracy is a political system in which the people choose who will govern and how they will be governed; it is also a system in which the people may remove an unsatisfactory government.

Section 3: Activity 2

1. In direct democracy voters vote directly on issues, while in representative democracy voters elect representatives to vote in their interests.
2. A federal system of government has two levels of government (a national government and provincial or state governments) that share power. A unitary government is a single level government.
3. Democracy is a system of government based on majority rule with respect for minority rights, where political rights for citizens are guaranteed and where dissent is allowed.

Section 3: Activity 3

1. He represents a candidate in a political campaign.
2. He is making a campaign speech.
3. He wants to be elected to political office.
4. It shows a candidate willing to say anything to get elected rather than taking an honest position on important issues.
5. Canadian prime ministers most often get their position as a result of their party winning the most seats in Parliament. Only members of the constituency they run in may vote for them. American presidents are elected through a process in which all voters may vote for them.

Section 3: Activity 4

The prime minister with a majority government has considerably more power than the president or prime minister with a minority government. Such a prime minister is dealing from strength; the cabinet will support his or her proposals and the House of Commons will pass them into law. The president cannot count on party discipline, and the president's party might not have control of Congress.

Section 3: Activity 5

1. A Salvation Army officer is speaking into the phone.
2. The other people are members of Canada's Senate.
3. Answers will vary. Some possible answers include old, disoriented, and talkative.
4. Canada no longer needs the Senate in its present format.
5. Canada's Senate is seen by many as a retirement home for politicians or party members who are owed favours. It is seen as doing little of real benefit to the Canadian political system.
6. The Canadian system is more confrontational – the government and opposition “teams” face each other from across the House. Voting is along party lines – party discipline is a strong tradition. The prime minister and cabinet are members of the House and usually their party has a majority in the House. The leader of the opposition and his or her shadow cabinet sit in a position that reflects their role to “keep a watchful eye” on the government. The prime minister and cabinet are responsible to the House. On the other hand, the American system relies more on negotiation and compromise or a round-table approach to getting legislation through Congress. Party discipline is weak and voting occurs along geographic and philosophical lines. The president and cabinet are not allowed to be members of Congress, and the president too must negotiate and compromise to ensure passage of his or her legislative proposals. The president and cabinet are not responsible to Congress; the president is directly responsible to voters.

7. The Canadian Senate is an appointed body that has developed only a minor role in the Canadian political system. The American Senate is an elected body and has developed a major role in the American political system.
8. Committees are a danger to democratic processes because they operate in private and cannot be closely monitored. Their membership is not chosen on a representative basis. They have extensive power to shape or reshape legislation, and they determine what legislative proposals will even be debated.

Section 3: Activity 6

1. There is a judge, a policeman, and a Mafia leader.
2. The judge is sentencing the Mafia leader.
3.
 - a. The Mafia leader has concrete blocks on his feet.
 - b. This was supposedly a favourite way the Mafia used to eliminate enemies in the past.
4. No. This punishment is intended for the Mafia leader as an exception. Although he may in fact be guilty, this is not a normal sentence in Canada.
5. They are members of the Supreme Court of Canada.
6. It refers to the growing political role of the Canadian Supreme Court since Canada adopted a written constitution.
7. The message is that this new role entails an enormous amount of work and frustration as the Supreme Court grows into its expanded political role.
8. The judiciary checks the power of the legislature through its ability to disallow any legislation that does not follow the constitution. For example, discriminatory laws are thrown out by the courts.
9. The Supreme Court of Canada has an increased political role because all legislation in Canada must be in tune with its written constitution.
10. If the Supreme Court decides that capital punishment is “unconstitutional,” it has the same effect as a law outlawing capital punishment.
11. Prayer in public schools was seen as infringing on religious freedom (freedom of religion) and racial discrimination was seen as infringing on the democratic principle of equality before the law.

Section 3: Activity 7

1.	Parliamentary	Presidential
S t r e n g t h s	<ul style="list-style-type: none"> • With a majority, the government has power to govern. • The non-confidence vote provides a check on the government. • Lines of responsibility for passage or defeat of legislation are clear. A voter can make decisions on the basis of party platform. 	<ul style="list-style-type: none"> • Separation of power discourages centralization of power. • Checks and balances limit the power of the branches of government. • Without party discipline members may be constituency oriented.
W e a k n e s s e s	<ul style="list-style-type: none"> • The government is unstable if a majority is not obtained. • The power of a majority government is great, and it may be insensitive to the people's desires. • Party discipline may force members to vote against their conscience or against the wishes of their constituents. 	<ul style="list-style-type: none"> • Separation of power may fragment the system rendering it unproductive. • Voters cannot pin responsibility for legislation on one party. • Voters must wait for regular elections to unseat an unsatisfactory president or member of Congress.

2. Canadian Parliamentary System

Executive

- It includes the Queen, the Governor General, the prime minister, and the cabinet.
- Executive power is exercised by the prime minister and cabinet.
- The prime minister and cabinet are members of the House of Commons and are responsible to the House.

Legislative

- It includes the House of Commons and the Senate.
- The House of Commons exercises the greatest legislative power.
- The Senate is appointed and exercises little significant legislative power.

Judicial

- Canada's Supreme Court is somewhat removed from the political arena, but this is changing as it is being called upon to interpret constitutional matters and other disputes.

General

- Decentralization of power is achieved through responsible government.

American Presidential System**Executive**

- It includes the president and cabinet.
- Executive power is exercised by the president.
- The president and cabinet are not members of Congress.
- The president is directly responsible to the voters.

Legislative

- It includes the House of Representatives and the Senate.
- The Senate is elected and exercises the greater legislative power.
- The House of Representatives exercises considerable legislative power.

Judicial

- The American Supreme Court has a more active role in the system of checks on legislative and executive power.

General

- Decentralization of power is achieved through separation of powers and an elaborate system of checks and balances.

Section 3: Activity 8

1. The roles of a political party include the following:
 - to aggregate interests
 - to develop public policies
 - to inform and educate the public
 - to create a communication link between elected representatives and the public
 - to develop a party platform
 - to identify good candidates and assist them to be elected to office
2.
 - a. The advantages are that more viewpoints are represented and that minorities have a stronger voice.
 - b. The disadvantages are that votes may be “wasted” on fringe parties and that multi-party systems lack stability if a majority government isn’t obtained.

Section 3: Activity 9

The focus on personality, character, and morality tends to draw attention away from important issues and discussion of public policy. Image becomes more important than substance. Voting may be based on how “good” a candidate looks rather than on a candidate’s stand on issues or past performance.

Section 3: Activity 10

1. The secretary to the prime minister is sitting at the desk.
2. The other people appear to be lobbyists.
3. Someone might be lobbying against lobbying because he or she feels that interest groups are becoming too powerful in their ability to influence government and that government should be responsive to the needs of all voters, not just powerful interest groups.
4. It highlights the role of dissent. In a democracy all opinions are heard.
5. Interest groups provide information and expertise to government and they provide an effective vehicle for citizen participants.
6. Interest groups may become too influential. Interest groups with more money and members dominate, and competing interest groups escalate controversial issues.

Section 3: Activity 11

1. The media provide an informal check by bringing the activities of government to the public’s attention and by exposing problems through investigative journalism.
2. Government regulation might allow governments to put undue pressure on the media to conform.
3. There are soldiers, rioters, and a TV film crew.
4. It appears that the rioters are waiting for a cue from the film crew to “riot” when the soldiers come into view.
5. It appears there is a mutually “manipulative” relationship between the “rioters” and the media. The TV crew wants good coverage for their news broadcast, and the “rioters” want to be a hot news item.

Section 3: Follow-up Activities

Extra Help

1. Abortion is a very controversial and emotional issue. The government is in a difficult position. Any decision they make will be wrong in the eyes of at least one major interest group.

2. The prime minister and cabinet must decide what their official position on abortion is and draft legislation to reflect this.

The House of Commons must debate and amend the legislation or reject the proposed legislation.

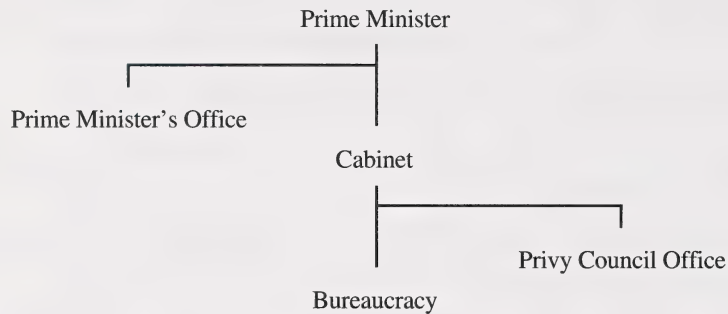
The Senate must also debate the proposed legislation before it can become law.

The media must provide two-way communication between the public and the politicians.

The interest groups, both for and against abortion, must lobby politicians and build a base of public support.

Enrichment

1.



2. The power of the senior civil service is increasing because running the country is a very complex task and senior civil servants do it full time. They know more about issues and procedures than politicians have time to learn, and the politicians rely more and more on the senior civil service for information and advice. This means that people who are not elected and not responsible to the voters are shaping very important decisions.
3. On the positive side, this would make the senior civil service accountable to the public. However, it would be costly and time consuming.

Section 4: Activity 1

1. Ways in which individuals can get involved in the Canadian political system include the following:
 - They can join a political party.
 - They can join an interest group.
 - They can express their concerns to politicians.
 - They can express their concerns to the public (write letters to the editor, attend public forums, etc.).

2. A legal responsibility must be met or else some negative consequence will be imposed. Moral responsibilities are a matter of individual conscience.

Section 4: Activity 2

1. In 1945, the Supreme Court didn't act to stop the federal government from discrimination against 10 000 Japanese Canadians. In 1973, the Supreme Court upheld discriminatory practices against Indian women.
2. They retained the power to amend the constitution and to pass laws to override certain sections of the Charter of Rights and Freedoms for up to five years at a time.
3. The Charter of Rights and Freedoms states that rights and freedoms are guaranteed "subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society."
4. The media plays a significant role in shaping the Canadian political environment. They influence our attitudes, provide information about events at home and throughout the world, expose us to new ideas and philosophies, and colour our perceptions of people and events.
5. Canadians tend to be more conservative and more willing to work toward compromise and consensus rather than confrontation. They tend to be more practical, less idealistic, more traditional, and peace oriented.

Section 4: Follow-up Activities

Extra Help

- | | |
|------|-------|
| 1. c | 6. b |
| 2. f | 7. e |
| 3. h | 8. g |
| 4. j | 9. i |
| 5. d | 10. a |

Enrichment

Did you clearly describe the issue? Have you stated why there is an injustice or a danger involved? Have you expressed why you are concerned?

Be sure you clearly identified to whom the letter is addressed and that your position is fully described and supported.

Did you present your solution in terms of changes you see as the answer to the situation?

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